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ABSTRACT

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents a series of supplementary ready-to-use lesson plans for teaching high school students about the exploration of early America, the colonies, the revolution, and the Constitution. The introduction presents a rationale for the "history and logic" project (HAL) and points out differences between the HAL approach to critical thinking and the inquiry method. The introduction is followed by a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method of analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include: problem worksheets; debate topics and transcriptions; and analyses of interpretations, in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. The document concludes with a separate section (the source "envelope") containing an outline of the guide to critical thinking, introductory worksheets, a unit on Salem Witchcraft for advanced students, sources for debate on the Stamp Act, and test questions (LH).

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EXPLORATION TO CONSTITUTION

BOOKLET 1

Critical Thinking

In

American History

TEACHER'S GUIDE

SP 016 022

and Source Envelope

Critical Thinking
in American History

TEACHER'S GUIDE

Booklet #1

Exploration to Constitution

by

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WAIT A MINUTE!

(The booklet at a glance for those
teachers too busy to read it thoroughly -
that is, all teachers)

Are you in a hurry? Are you too rushed now to read through this thick booklet? You probably have to go to a faculty meeting soon, right? This teacher's guide is unlike other teacher's guides in that it is thicker than the student booklet. It is thicker for a reason. You can't really effectively use the student booklet or the source materials envelope without referring to the teacher's guide. If you would take a few minutes to look over some key sections of the teacher's guide and student booklet, you'll have a good understanding of how to use these materials. In particular, look at:

1. The table of contents of the teacher's guide and student booklet.
2. The "Introduction to the Project" in the teacher's guide.
3. The "Overview of Lessons" and "Chart of Skills" in the teacher's guide.
4. The "Outline of the Guide" and the "Guide to Critical Thinking" in the teacher's guide.
5. Any one lesson plan (teacher's guide) and worksheet or reading (student booklet).

Once you've done this you'll see that this booklet will probably save you time in the end, because it is a series of ready-to-use lesson plans. You'll also see that most of this teacher's guide is comprised of lesson plans, answer keys, and test questions.

If you decide that you could use some of the lessons, you can read through the introductory section of the teacher's guide in an hour or so. Once you understand the rationale for the project, you should be able to select and use whatever lessons you'd like without much trouble. You only read those parts of the teacher's guide which you need to teach the lesson. We won't say you'll never have any problems in using these lessons, but we did write the teacher's guide so you could use the lessons with a minimum of effort.

We'd like to get your feedback about the lessons you use. So if you could fill in the feedback sheet enclosed and send it to us, we'd appreciate it.

By the way, aren't you late for your faculty meeting?

These booklets are dedicated
to God

Note on Source Materials Envelope

Some of the materials to be used in this unit to develop critical thinking are found in the separate source materials envelope and not the student booklet or teacher's guide. You may copy these materials for classroom use. The following handouts are contained in the source materials envelope:

1. Outline of the Guide to Critical Thinking
2. Introductory worksheets
3. C-5B worksheets on Salem Witchcraft
4. Sources for R-6 debate on the Stamp Act
5. Remedial Problems
6. Test Questions

Teacher's Guide Booklet I

Exploration to Constitution

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INTRODUCTION

Teacher's Guide Booklet I

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Introduction to the Project on History and Logic

The Project on History and Logic (HAL) is a set of curriculum materials in U.S. History designed to improve students' critical thinking abilities through a series of problem worksheets and rival viewpoints on historical topics. The materials are meant to be a supplement to the regular U.S. History course, rather than a course in itself.

It is important to understand that the Project does not aim to develop thinking skills in general, but rather critical thinking skills. These materials are not intended to directly teach classifying information, doing research, map skills, study skills, and so forth. Through these materials students will learn to be more skeptical , analytical, and thoughtful of what they read and hear. As is explained in more detail further on, the main methodology used to develop these critical thinking skills is the examination and evaluation of opposing viewpoints.

We believe the examination of rival interpretations in history is exciting and we feel that when students learn how to analyze these interpretations that they will find history to be much more interesting.

The Project was written for and has been used in high school courses. The materials, however, could be adapted for use in junior high school and college undergraduate courses.

The HAL materials were written based on the assumptions that:

1. Students learn better when confronted with problems rather than when they are told information.
2. Curriculum materials should be as interesting as possible given other educational goals.
3. A variety of presentations and methodologies will better keep student interest high.
4. Students improve at skills through repetition.
5. Students learn skills better when the skills are presented in a deliberate, systematic way.

The HAL Project is not the inquiry method of the 1960's.
The inquiry method put students in difficult situations with documents containing vocabulary they couldn't understand and asked them to reach some conclusions. Moreover, the teachers had little idea of how to use the materials. The HAL Project gives students problems that they can solve, written at a high school vocabulary level, and provides lesson plans and answer keys for teachers. The approach and types of problems in HAL are also radically different from the inquiry method. The differences between the two approaches are discussed further in the rationale section of the teacher's guide.

While we do not denigrate the role of information in the study of history, we do feel that for too long there has been too much emphasis on facts in high school history courses. This Project is designed to help teachers get away from, to some extent, the focus on facts and help them get their students to think more critically about history, and to enjoy it more.

Who Can Use These Materials?

We believe that any teacher who is interested in having his/her students think better can use the materials. There are lesson plans, answer keys, and guidelines for teachers. The materials are in a format to be used in a classroom without any further work or research by the teacher. On the other hand, teachers who want to adapt the materials to their own styles will have no problem. The HAL materials should stimulate some teachers with ideas of their own for critical thinking.

The only other requirement to use the materials is a tolerance for ambiguity and a willingness to suspend judgment. History abounds with examples of topics about which there is not a clearly right interpretation. Both teachers and students need to accept that fact. Occasionally, there will be some student answers about which you are not sure. Suggestions 8 and 9 in the section, "Suggestions for Using HAL Materials" deals with this eventuality. The "Troubleshooting" section of the lesson plans deals with it also. If you can accept some ambiguity in student answers, then you can handle this issue.

Rationale

"Schools are not developing in students adequate thinking skills or the ability to interpret what is read beyond a superficial level."

National Assessment of Educational Progress, 1981

A. Introduction

The basis for a democracy is an educated electorate which can think for itself. The assumption that people can think for themselves when they mature or become adults is belied by examples from history such as Adolf Hitler and the Nazis and Jim Jones and his mass suicide at Jonestown. How could adults have been so completely misled? Certainly, a little healthy skepticism could have been helpful to those people. In the U.S. today citizens face complex political social and economic questions. These questions demand clear thinking for intelligent answers. Voters have to be able to evaluate various arguments and decide for themselves what they think.

The Project on History and Logic (HAL) was written with the primary objective to improve students' critical thinking skills involved with evaluating arguments. The Project uses the definition by Robert Ennis that "critical thinking is the reasonable assessment of statements." This simple definition includes a wide variety of skills, however. It is these skills that the Project helps students develop. When students are then confronted with arguments, they have the skills and equally important, the confidence needed to evaluate the arguments.

The HAL Project does not claim to be able to improve students' critical thinking abilities in all areas. Rather it claims to improve students' critical thinking about history and, beyond that, about those topics which are most closely associated with history. Many of our present day issues are related to historical precedents or involve arguments using reasoning similar to historical reasoning.

While courses in critical thinking in general seem appealing, some research indicates that they are not very effective. We feel that it is better to teach critical thinking within the regular coursework. We believe it is better to teach students the types of reasoning used within a specific discipline. That is what we have done in the HAL program.

Having been taught using the HAL materials, a student should, upon being confronted with an historical article, be able to not only tell whether he/she agrees or disagrees with the argument but also give very specific reasons why he/she should be able to:

1. Give the main point of the reading.
2. Identify any assumptions made by the author.
3. Recognize value words, vague terms, or emotional language.
4. Evaluate the reasoning used in the argument.
5. Evaluate evidence presented to support the argument.

B. HAL is Not the Inquiry Method

The focus, then, of the Project is on the evaluation of historical interpretations. This makes it fundamentally different from the inquiry method of the 1960's. The inquiry approach in U.S. History gave students a short introduction to a topic and then a series of primary sources on the topic. The objectives were to get students to identify a problem, classify the information, form hypotheses and test them, and make generalizations based on the documents. The approach was:

Student ----------> Reads primary sources ----------> Makes generalizations

The HAL Project, by contrast, gives students secondary interpretations first and then gives them some primary sources to help evaluate the interpretations. The objectives are to get students to analyze existing generalizations, to test generalizations against evidence, and to modify those generalizations. The approach is:

Student --------> Reads generalizations ---> Uses primary sources to test generalizations.

The problem with the inquiry method was the students had little interest in and no basis to judge the primary evidence. With the HAL method, the students see arguments about, and often make their own arguments about, the topic before they see the primary sources. Thus, the students have a reason to examine the evidence and context within which to judge it. The HAL approach is also much more similar to the approach that historians actually use. Historians usually approach their research with a good idea of what other historians have said (generalizations) on the subject before they examine primary sources. It seems unfair to expect high school students to do something which even historians are not expected to do.

Another problem with primary sources is that they are difficult to read. The vocabulary level is often too high for many students and the sentences may not be interesting or readable. The HAL Project does not overwhelm the student with too many documents, but rather gives enough documents to help the student evaluate arguments and to help students learn how to use and assess historical evidence.

C. HAL and Historiography (Rival Viewpoints)

The evaluation of rival historical interpretations has been tried in curriculum materials such as the Problems in American Civilization series (Amherst series). There are at least three weaknesses in materials such as the Amherst series which the Project on History and Logic overcomes.

1. The Amherst materials are written at a vocabulary level which is too difficult for most high school students. We have used these materials in both public and private schools and find that most students (except in advanced placement courses) cannot understand them without a great deal of explanation from the teacher. If one's goal is to improve

students' critical thinking skills, they're inadequate. The teacher has to spend too much time on vocabulary and explaining what the views mean. After all, historians write their interpretations for other historians and adults, not for high school students. The interpretations in the History and Logic Project are summaries of views rewritten at a high school vocabulary level. This allows more class time to be devoted to the evaluation of the views.

2. The Amherst materials have no lessons to improve critical thinking skills or models of how to analyze what one reads. Without the skills students cannot interpret what they read. We wouldn't think of giving students calculus problems to solve without training them in algebra and the other necessary mathematics skills. Yet, we give them historical interpretations on complex social/political issues without any practice in the necessary skills.

   The Project on History and Logic is specifically designed to train students in the critical thinking skills necessary to analyze and evaluate what they read. For example, before a student in this Project is required to identify underlying assumptions in an historical interpretation, he would have done several worksheets on finding assumptions. The Guide to Critical Thinking also gives students a model of how to analyze an interpretation.

3. The Amherst materials don't provide evidence for students to use to evaluate the interpretations. The booklets do include evidence, but it is not the evidence that the historians who wrote the secondary interpretations used to arrive at their conclusions. For example, in the booklet The Meaning of Jacksonian Democracy, there is a reading from The Age of Jackson by Arthur Schlesinger, Jr. But, there are no documents that Schlesinger used to reach his conclusions. How can a student really evaluate this view without seeing Schlesinger's evidence? To be sure, there are primary sources in the booklet, but they are not the ones the students need to see--they are just sources on Jacksonian Democracy.

   In order to include the right evidence, someone would have to look up the evidence which the historian cites in his footnotes and put those on handouts for students to use. We have done this in some units in the Project on History and Logic.

D. HAL and Bloom's Taxonomy

Benjamin Bloom and others wrote in their book on the taxonomy of the cognitive domain that there are six levels of thinking in ascending order of difficulty.

The levels of thinking and their characteristics are:

1. Knowledge - Memorizing information.
2. Comprehension - Understanding information. Being able to express it in one's own words.
3. Application - Applying information to a new situation.
4. Analysis - Breaking something down and examining the parts of it in social studies.
5. Synthesis - Putting complex information together in a new and creative way.
6. Evaluation - Judging something against internal standards (such as consistency) and external standards (such as the standards of excellence in the discipline).

These are oversimplified descriptions of complex levels of thinking. For more information on them, see Benjamin S. Bloom (Ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

A lot of history courses spend most or all of their time on levels 1 (knowledge) and 2 (comprehension). The HAL Project is designed to develop skills at levels 4 (analysis) and 6 (evaluation). In fact, many of the skills listed in the chart in the teacher's guide come directly from skills listed by Bloom under these two levels of thinking.

BLOOM - ANALYSIS

Analysis of Elements:

The ability to recognize unstated assumptions.

Skill in distinguishing facts from hypotheses.

The ability to distinguish factual from normative statements.

Skill in identifying motives and in discriminating between mechanisms of behavior with reference to individuals and groups.

Ability to distinguish a conclusion from statements which support it.

Analysis of Relationships:

Ability to recognize what particulars are relevant to the validation of a judgment.

Ability to recognize which facts or assumptions are essential to a main thesis or to the argument in support of that thesis.

Ability to check the consistency of hypotheses with given information and assumptions.

Ability to distinguish cause-and-effect relationships from other sequential relationships.

Ability to analyze the relations of statements in an argument, to distinguish relevant from irrelevant statements.

Ability to detect logical fallacies in arguments.

Ability to recognize the causal relations and the important and unimportant details in an historical account.

Analysis of Organizational Principles:

Ability to infer an author's concept of science, philosophy, history, or of his art as exemplified in his practice.

Ability to see the techniques used in persuasive materials, such as advertising, propaganda, etc.

Ability to recognize the point of view or bias of a writer in an historical account.

BLOOM - EVALUATION

Evaluation by Internal Evidence:

Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.

The ability to apply given criteria (based on internal standards) to the judgment of the work.

The ability to indicate logical fallacies in arguments.

Evaluation by External Criteria:

Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other works of recognized excellence.

Skills in recognizing and weighing values involved in alternative courses of action.

The ability to distinguish between technical terminology which adds precision to a text by permitting more appropriate definition of terms, and that which merely replaces a common name by an esoteric one.

Summary of Methodologies Used in the Project

As was stated previously, the Project on History and Logic is a set of curriculum materials in U.S. History designed to systematically teach critical thinking skills at the higher levels of Bloom's taxonomy of the cognitive domain. The skills are listed in the section "HAL and Bloom's Taxonomy" and in the chart for each unit booklet. The Project uses a variety of methodologies to develop the critical thinking skills:

1. Guide to Critical Thinking - The Guide is a booklet on how to analyze and evaluate arguments. It includes an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and other information on logic and arguments. It also contains a simple, five-letter acronym as a model for analyzing arguments. The Guide serves as a reference book for the U.S. History course. Students need to refer to it often to answer the questions on the worksheets and to analyze the interpretations.

2. Problem worksheets - These sheets use short history (sometimes along with everyday) arguments to develop the critical thinking sub-skills. Some sheets require students to identify conclusions, fallacies, assumptions, value words, and so forth. Others require students to evaluate evidence, and test hypotheses against given information.

3. Debate and analysis - In several units, students debate topics in both small and large groups. While students are debating, the teacher takes notes. He/she then transcribes portions of the debate onto a ditto, along with questions on logic, and passes them out during the next class for student analysis. These debates are used to get students to examine their own use, or misuse of logic. Several transcriptions of debates are included in the lesson plans.

4. Interpretation analysis - Students are presented with rival interpretations, rewritten at a high school vocabulary level (see the section "HAL and Historiography" for an explanation of why). Armed with an analysis model from the Guide to Critical Thinking and with the skills developed from the logic problem sheets, students have the confidence and ability to evaluate the views.

Levels of Difficulty in the Project

The HAL materials have been written for students ranging from average ability to high honors ability. In the teacher's guide to each unit booklet there is a chart of the lessons and skills. Below each lesson there is a number designating the level of difficulty of that lesson. The number designations correspond to:

Number	Grouping in School for 15 or 16 year olds	Piagetian Cognitive Thinking Level for 15 or 16 year olds
5	Honors or Advanced Placement	Formal Operational
4	Honors	Formal Operational or High Concrete Operational
3	Average or Honors	Concrete or Formal Operational
2	Average to Below Average	Concrete Operational
1	Below Average	Preoperational or Concrete Operational

These are very rough estimates since, for example, research has indicated that many 15 year olds in honors classes are not formal operational. Nevertheless, the designations can be helpful. They can help you avoid choosing a very advanced lesson (#5) for your low average group. The designations would also help you to choose more challenging materials for your students as they progress and improve their thinking skills.

The lessons and problems have the following characteristics:

Formal Operational (Designation Number 4 or 5) - Longer readings; more difficult vocabulary; more abstract concepts; more variables involved in analysis; more open-ended questions; fewer guidelines in the worksheets.

Concrete Operational (Designation Number 2 or 3) - Shorter readings; easier vocabulary; fewer abstract concepts (abstract concepts are explained more); limited variables are involved in analysis; more step-by-step questions and guidelines to help analysis; often pairs historical examples with familiar examples in a problem sheet.

Preoperational (Designation Number 1) - Very short readings; easy vocabulary; very familiar or concrete concepts; multiple choice-type questions; one or two variables; always starts with a familiar example, then goes to a historical example.

How to Use These Materials

The idea of the History and Logic (HAL) materials is for the teacher to use them as a supplement to the regular U.S. History course. You do what you would normally have done most of the time. The HAL lessons are intended to be used for less than ½ of the total class time in the course. It is not expected that you will use all of the lessons. In some units you will use only one or two lessons. The amount of class time spent on HAL and which lessons are selected is left up to you.

The teacher can also decide how to use the materials, since there are a variety of methodologies that could be used with each lesson. On the other hand, for those teachers who would like some guidance or suggestions for using the materials, we have provided lesson plans, suggested uses, answer keys, and test questions.

Suggestions for Using HAL Materials

Here are some helpful hints in using the HAL materials:

1. Plan on using HAL for only a portion of the class period. Twenty minutes of class time on HAL problems is often enough for many students. You don't need to touch all the principles in one class. After twenty minutes you may start getting resistance from some students. What you are asking students to do is different from what they have learned about the way to play the game of school. They may be used to memorizing facts to pass tests. However, the time limit varies with the lesson, depending on the interest level. Some of the HAL problems are quite interesting and you may find students will continue working on them even after the bell rings to end the class period (it does happen!). The teacher can decide how well the lesson is being received, and adjust accordingly. But it is a good idea to plan half a class for many HAL lessons.

2. Be careful not to do too many HAL lessons (in consecutive classes). Again, some students may get bored with it, and you'll get some resistance. There are some HAL units which take several classes to teach anyway, so try to space the individual lessons out more. The HAL units are often of very high interest so students don't mind doing a few classes on them, but you can't overdo it.

   To illustrate, example number 1 might lead to some problems for that teacher, while example number 2 would be a better way to space the lessons out:

Example 1:

Day	1	2	3	4	5
Lesson	Regular Lesson	HAL Colonies	HAL Colonies	HAL Colonies	Regular Lesson
Day	6	7	8	9	10
Lesson	HAL Colonies	HAL Salem Witchcraft Unit	HAL Salem	HAL Salem	HAL Revolutio

Example 2:

Day	1	2	3	4	5
Lesson	HAL Colonies/ Regular Lesson	Regular Lesson	HAL Colonies	Regular Lesson	HAL Colonies/ Regular Lesson
Day	6	7	8	9	10
Lesson	Regular Lesson	HAL Salem Witchcraft Unit	HAL Salem	HAL Salem	Regular Lesson

3. Don't apologize for doing HAL. Explain the objective of a HAL lesson, as you would for any lesson. But don't bring up a philosophical discussion of why you're doing HAL unless someone asks. You might talk about the overall objectives of the course, one of which is an emphasis on improving thinking skills. What you want to avoid is separating, in the students' minds, the HAL materials from what they consider to be "regular" history. HAL is the real history - it is what real history is all about. Just go ahead and do it, and explain the objective(s) of each lesson as you teach it. The important point is to get students to see that critical thinking (the main objective of HAL) is an integral part of history. You are probably going to get some resistance from some students anyway, but you can avoid some problems by avoiding discussions in class about regular history, fairness, etc.

4. Do not start the HAL program by taking several classes, or even one class to go over the "Guide to Critical Thinking." You can expect many students to fall asleep if you do that. Students will better familiarize themselves with the Guide by using parts of it to help figure out the problem worksheets. For example, when the class gets its first problem on evidence, the teacher could ask how one evaluates evidence. Then the teacher can direct students to turn to the section in the Guide on evidence. Students at this point have a need to learn

this part of the Guide since they have a problem to solve. At some point (we usually do it near the beginning of the course), the teacher does need to explain the basic outline of the Guide, but you should not go over the outline in too much detail. Again, the purpose of the Guide can be explained as one important objective of the regular course without saying that it is excitingly new or radically different.

When you do need to have students learn portions of the Guide, there are several lesson plans (introductory lessons) included for teaching the materials in it. These tend to be a more interesting (and effective) way than straight explanation to learn the information in the Guide.

5. One important consideration in using HAL is to choose the lessons and worksheets which are at the appropriate level of difficulty for your students (See the section "Levels of Difficulty" for more explanation of this aspect of the Project). You can start by turning in the teacher's guide to the chart of lessons and skills. On the chart there are numbers to designate the levels of difficulty of the lessons. These designations are only estimates - you can probably get a better idea by looking over the lessons and judging how they would work with your students. The chart also allows you to individualize the lessons somewhat within a class. You could put class members into groups, and give more difficult problems to the more advanced students.

6. Evaluation of students can be done by test questions, essays, homeworks, and class participation in the discussions of the problem sheets. Grading the homework will force some students to learn the material and skills more effectively and will reward effort. We recommend grading homeworks for completion of the assignment rather than correct answers. There should not be too many HAL questions on the tests. We use a rule of thumb of roughly 10% of the total questions on the test for HAL items. You might consider curving tests on which a large number of HAL questions were answered incorrectly. It has been our experience, however, that the average class scores for the HAL questions has corresponded fairly closely with the overall average class scores on the tests.

7. Group discussions are an important part of the Project, as indicated in the lesson plans. Students can learn a great deal from each other by comparing different answers and explaining why they chose their answers. They can sometimes explain to a student better than the teacher can, why a certain answer is better than another. Group work also helps students to learn to work together and to see that they can learn from each other, rather than just from the teacher. It helps break down the assumption that the teacher is the purveyor of all Truth. This, in turn, helps students to see that they have the responsibility to think and learn information for themselves.

8. Although there are answer keys for the various problem sheets with explanations of why one or more answers is right and why the other answers are wrong, there will inevitably be times when a student will give an answer about which you are not sure. The best thing to do is to ask the student to explain why he/she chose the answer he/she did. If it sounds plausible say that it sounds plausible and tell the student that that was good thinking. Tell the class that this new choice is also a possible right answer, but you might come back to this question in a later class (after you've had time to think about it). Or, you can ask if anyone else in class disagrees with this answer and ask the new student to explain why.

9. Don't spend time arguing with students about the right answer. The overall objective of the HAL materials is to get students to think better, not to spend time arguing with students. When a student gives what appears to be a wrong answer, ask him to explain his answer, and then ask if anyone else can explain what might be wrong with that answer (as explained in #8 above). This takes the spotlight off the teacher and puts it on the students to figure the situation out. The emphasis is more on thinking.

   If the situation is not resolved, you can tell the student what your answer is and that maybe he/she will understand why you chose your answer when the class goes through some more questions. Then move on to the next question. If the student still insists, you might want to talk with him outside of class and give him extra help. There are probably similar problems somewhere else in the unit which the two of you can do together.

   The main thing to avoid is you standing in front of class, arguing for a whole period, about which answer to question number 3 is correct. No one is learning much then.

10. When having the class debate issues, consider having small group (for example 3 against 3) debates sometimes. Small group debates allow (in fact, require) people to participate, and so get more involvement from the class on the issue. Also, consider formal debates (time limits, rebuttals, etc.) sometimes.

Evaluation of the Project

There are four general objectives in the Project about which we have collected data. These evaluation results are not meant to be conclusive, but they do suggest some tentative conclusions about the Project:

Objective	Evaluation Results
1. To make students more skeptical of what they read or hear.	In an experiment on critical analysis, students were shown a filmstrip having an anti-nuclear arms race point of view. Students were read directions to watch the filmstrip and to write their reactions to it. No other clues were given about being critical or about doing analysis. Students were given 11 minutes to write their reactions. An independent scorer was given the criteria for evaluation and the papers mixed so she would not know which were from the experimental group. The results showed that the experimental group (N=13) made almost three times (289%) the number of comments per paper on substance weaknesses in the filmstrip as the control group (N=11), and almost twice (195%) as many total comments per paper on substance in general.
2. To improve students' critical thinking skills.	There is no test which evaluates the skills that are taught in this Project. For evaluation we used the Cornell Critical Thinking Test Level X which tests some similar skills. In one test we received positive results significant at the .05 level of significance. In a second test there was no significant difference between the experimental and control groups. We are presently collecting the results of a third test.
3. To improve students' writing skills	In an experiment on analyzing historical interpretations, the students in the experimental group (N=37) wrote 213 more words on the post test assignment than on the pretest assignment, while the control group (N=10) averaged 115 more words. This is an average difference of 84.5% between the two groups. We have done no test to evaluate qualitative improvement in writing.

Evaluation of the Project (cont'd)

Objective	Evaluation Results
4. To improve student interest in history.	In a survey of three classes, 76% of the students (N=38) stated that they felt the History and Logic curriculum was more interesting than regular history which they've had.
5. To develop students' confidence to think for themselves.	In a survey of a sophomore, honors level U. S. History course (N=38), students overwhelmingly indicated that they felt confident in analyzing three fairly complex interpretations about slavery, and that the previous work with the logic problems sheets seemed to help.

GUIDE TO CRITICAL THINKING

Outline of the Guide to Critical Thinking

Introduction

Arguments are made up of three parts:

1. Evidence
2. Values
3. Logic

I. Evidence

A. There are three sources of evidence;
   1. Statements by witnesses
   2. Documents
   3. Objects

B. In an argument there are three possibilities regarding evidence:
   1. No evidence
   2. Factual information (sourceless evidence)
   3. Evidence

C. When actual evidence is given, it can be judged according to these four factors:

   P - Primary or secondary source?

   R - Reason to distort?

   O - Other evidence supporting this evidence?

   P - Private or public statement?

D. There are other factors as well in judging evidence (see "Guide" for these)

II. Values

A. Values are conditions which the author of an argument believes are good (Money, success).

B. Values in arguments:
   1. Authors' values are revealed through words which make value judgments. Words such as:
      a. Good/bad
      b. Should/should not
      c. Right/wrong
   2. You can examine a value judgment made by an author by: (see the "Guide" for examples)
      a. Separating the argument into the factual and value parts.
      b. Stating the value part in general terms.
      c. Raising specific cases to see if the value is right in all cases.

III. Logic or Reasoning

A. Logic or reasoning is the process of reaching a conclusion on the basis of information or experience.

B. Main points and conclusions:

1. Main points are what the authors of longer (more than one paragraph) arguments are trying to prove, while conclusions are what the authors of shorter (one paragraph or less) arguments are trying to prove.

2. You find the conclusion or main point by:

a. Asking yourself, "What is the author trying to convince me of?"

b. Looking for the place to put "Therefore."

3. Cue words:

Conclusions	Premises
therefore	because
hence	for
so	since
thus	suppose that
then	given that
shows that	if
consequently	

C. Words:

1. Watch for value words and vague or undefined words.

2. Fallacies involved with words:

a. Jargon
b. Equivocation

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author.

2. An inference is a conclusion that goes beyond the evidence upon which it is based.

E. Types of Reasoning Used in History

1. There are five types of reasoning. Most arguments are a combination of several of the types.

2. Types:

a. Comparison (Analogy) - compares two cases, and reasons that what is true for one will be true for the other.
b. Sample (Generalization) - Reasons that what is true for part of a group (the sample) is true for all or most of that group.
c. Cause and Effect - argues that something caused something else.
d. Proof - uses evidence or logic (evidence, authority, or eliminating alternatives).
e. Debating - refers to another argument on the same topic and shows why this other viewpoint is wrong or partially wrong.

F. Key Questions:

1. These help you judge how good the reasoning is.

2. Key questions:

   a. Comparison: Are the two cases compared similar enough to make the conclusion a good one?

   b. Sample: Is the sample good enough to make the conclusion a good one?

   c. Cause and effect: Does the author really show the connection between the cause and the effect?

   d. Proof: Does the evidence or the argument (like eliminating alternatives) make the conclusion a good one?

   e. Debating: Does the author give good enough reasons for disproving the other argument?

G. Fallacies in History:

1. A fallacy is an error in logic.

2. Fallacies:

   a. Comparison Fallacies - No specific fallacies

   b. Sample Fallacies:

      1. Unrepresentative Sample (or Hasty Generalization)

      2. Stereotyping (or Composition or Division)

      3. Special Pleading

   c. Cause and Effect Fallacies:

      1. Single Cause

      2. Preceding Event as Cause

      3. Correlation as Cause

   d. Proof Fallacies:

      1. Irrelevant Proof

      2. Negative Proof

      3. Numbers

      4. Appeal of Authority

      5. Appeal to the Golden Mean

      6. Falso scenario

      7. Either-Or

      8. Begging the Question

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem)
2. Straw Man
3. Appeal to Irrelevant Outcome

IV. Models for Analyzing Arguments:

A. Written arguments - MARKER

M - Main point

A - Assumptions (and values and value judgments)

R - Types of Reasoning

K - Key Questions (and fallacies)

E - Evidence

R - Relevant information (and common sense)

B. PIPE

P - Point of view

I - Inferences

P - Persuasive techniques

E - Evidence

"Guide to Critical Thinking"

This "Guide" is intended to help you to better judge arguments that you read or hear from historians, your friends, your parents, news reporters, or other people. An argument (or an interpretation) as used in this "Guide," refers to the act of presenting a conclusion someone wishes to make and backing it up with reasons that logically lead to the conclusion. You have to decide for yourself how strong the argument is.

Arguments or interpretations are made up of three parts:

1. Evidence - facts or information which the author uses to back up his/her points.
2. Values - the underlying beliefs of the author about what is good or important
3. Logic (or reasoning) - the reasoning used by the author to arrive at his/her conclusions.

In a sense, the author of an argument constructs his position as someone might construct a building. The author's values are like the foundation, the evidence is like the bricks that comprise the walls, and the logic is like cement which holds the bricks together and forms them into a particular pattern. Just as when you look at a building you want to look at the whole structure first, so too when you look at an argument you want to get the main point (or conclusion) first. Then you want to break the argument down (analyze) into its parts and evaluate the parts against certain standards of excellence of reasoning and evidence.

The rest of this "Guide" contains explanations of each of the parts of an argument: evidence, values, and logic. In each section there are suggestions as to what to look for and how to judge that aspect of an argument. The last section of the "Guide" outlines a simple model - MARKER - which will help you to better evaluate arguments.

I. EVIDENCE

A. What Is Evidence?

Evidence is the information which a historian or author presents to support his/her argument.

It is only when we know the sources of the evidence that we can judge (evaluate) how good the evidence actually is. There are three sources for evidence:

1. Statements by witnesses or other people
2. Documents (written information)
3. Objects

B. Evidence in Arguments

1. There are three possibilities for evidence in an argument.

   a. No evidence - when a historical argument has no evidence to support its points, you should not be convinced by it. Even if the reasoning in the argument seems very strong, you should not support the viewpoint until you see some evidence on the topic (that is, you should suspend judgment). Generally, a historical viewpoint without evidence is a weak argument. You should always ask yourself, "what is his/her evidence?"

   b. Factual information (sourceless evidence) - when a historian does not give the source for his/her evidence, you really have no way to judge how strong the evidence is. You might say that the historian has given <u>factual information</u> or <u>examples</u>, but not evidence. Factual information, unlike opinions, could be proven true or false (verified) if you wanted to do the research to check on it. In some cases you will want to do this. But this is different from what you do when you judge evidence for which the source is given.

   c. Evidence - when the source of the information is given you have an opportunity to make some judgments about the evidence presented. You will always be better off by researching further to check on the evidence, but when the source is presented, you can make some judgments before you do more research.

      You'll know a viewpoint contains evidence (as opposed to factual information) when the author refers to statements by people, written information, or objects to support his/her arguments.

2. The examples below show the different possibilities for evidence:

Topic - Karen and the softball team:

a. "Karen is a very good softball player, in fact the best on our team." (No evidence)

b. "Karen is the best softball player on our team. She hit .340 for the season and made only two errors playing second base." (Factual information because this information could be checked, but we have no way of judging the evidence without checking).

c. "Karen is the best softball player on our team. Coach Berg said she was the best feilder and the scorebook shows she hit .340 for the season." (Evidence because the source is given. We could ask whether Coach Berg is a primary source, has a reason to distort, and so forth).

Topic - Reconstruction governments:

a. Reconstruction governments in the South were so corrupt that the South was ruined by them. (No evidence)

b. Reconstruction governments in the South were terribly corrupt. South Carolina's debt was increased tremendously. In Arknasas a Negro was given $9,000 for repairing a bridge which had originally cost $500. Other Southern states had the same thing happen. (These are examples or factual information. Statistics can be checked, but we can't evaluate them here without the source. Statistics themselves don't lie, but the people who put them down to make a point frequently distort them. We need to know who recorded these statistics, for what reason, and so forth).

c. Reconstruction governments in the South were terribly corrupt. For example, right in the records of the South Carolina legislature is recorded a vote to give the Speaker an extra $1,000 pay for his efficient service right after (according to his diary) he had lost $1,000 on a horse race. (Evidence because the source is given - the records of the legislature and the diary).

Once you know that there is evidence, you can judge it according to the following factors:

P - Is it a primary (eyewitness) or secondary (not an eyewitness) source? (Primary is better).

R - Does the person giving the statements or writing the documents have any reason to distort, cover up, give false impressions or lie? (No reason to distort is better).

O - Are there other witnesses or statements of the same event which report it the same way? (Having other statements saying the same thing is letter).

P - Is it a public or private statement? It is public if the person giving it knew other people would hear it, or intended that other people should hear it. (Private is generally better).

So when you have identified the evidence in an argument, you can give it the PROP analysis. These four factors for judging evidence will be enough to help you evaluate most evidence you will see. However, there are other factors, should you need them:

A. The Witness:

1. What is the frame of reference (point of view) of the witness? What are his values? What is his background?

2. Is the witness an expert or recognized authority on what he saw?

3. How soon after the event did the witness report it?

4. Did the witness use precise techniques or tools to report the event? For example, did he/she take notes or use reference points?

B. The Observation Conditions:

1. Did the witness have good conditions to see the event? (Was it foggy, noisy, dark?)

2. What was the physical location of the witness to the event? Was he close to the action? Were there objects (i.e. buildings) blocking his path?

C. The Witness' Statement: (The Document)

1. Does the witness believe that his statement could be checked out? If I believe you can check my story with other witnesses, I am more likely to tell the truth.

2. Is what the witness says an observation ("Mary smiled") or an inference ("Mary was happy")? Since inferences are judgments they can reveal a lot to you about the witness' point of view or motives for his/her statements.

3. Is the document authentic or a forgery? What is the reputation of the source containing the document?

II. VALUES

A. What is a value?

Values are conditions which the author of an argument believes are intrinsically good, or thinks are important or worthwhile. Examples of things people value are: money, success, friendship, love, health, peace, power, freedom, equality. It is often important to discover what the underlying values are of the author of an argument. This will help you understand why the viewpoint is argued the way it is. In some cases, your values may be different from the author's values, which will help you understand why you disagree with the argument. For example, if you believe that peace in generally more important than demonstrating power, then you are going to disagree with an argument which says that since country A increased its power by attacking country B, it was right to attack.

B. Values in arguments:

1. The values of the author are revealed in an argument by words which make value judgments. Sentences containing words such as "good," "bad," "right," "wrong," "justified," "should," "should not" are usually making value judgments. For example, if someone says "The U.S. was wrong (value judgment) to drop the atomic bomb on Hiroshima because so many people were killed," he/she is saying that life (value) is more important than the other conditions or values involved (power, peace vs. war, etc.).

2. When you have identified a value judgment in an argument, you can then examine it by:

   a. Separating the argument into the factual and value parts.

   b. Stating the value part in a general way.

   c. Ask yourself whether this value position would be right in all instances (cases). Think of cases to see if the value would be right for them.

   For example, suppose someone said:

   "We should have capital punishment because criminals will commit fewer crimes if they think they might be executed (killed by the government)".

   You would do the following:

a. Factual part - "Executing criminals will cause criminals to commit fewer crimes." (Notice that this could be checked on by getting statistics on the number of crimes with and without capital punishment, or other methods). This was mentioned in the section on evidence in this "Guide."

b. Values part stated in general terms - "Something (notice the general word) which causes fewer crimes should (value judgment) be done."

c. Is this a good idea in all cases? You could bring up specific cases such as:

"Putting into jail anyone who has ever been a defendant in a criminal case, whether found innocent or guilty, will cause fewer crimes also. Should we do this?"

Now we know that just because something (capital punishment) causes fewer crimes to be committed doesn't mean that we should necessarily do it. There are other things (like rights, innocence) to consider. The person who made the statement (if you are discussing an issue directly with him/her) might have to modify it to:

"We should have capital punishment under strict safeguards to protect innocent people, because it will make criminals commit fewer crimes."

You could now bring up new cases to get the author to examine his/her value position further.

The object of this strategy is not to embarrass or humiliate the other person but rather to get everyone to examine the value positions in more detail.

C. Other value judgments and emotional language:

Sometimes the author of an argument will use specific words (rather than "right," "wrong" etc.) to describe a situation which reveal value judgments. Again, these reveal the author's point of view or position on the things described. For example, the following two sentences tell you something about the points of view of the authors:

1. "The lazy government official needlessly interfered with the running of the dynamically expanding business."

2. "The representative of the public's interest was finally able to control the pollution of the greedy monopoly."

These are extreme examples, but they show how authors can use words to paint the good guys and the bad guys. It is not hard to see that the first author supports the business against government, and the second author supports the government against the business.

Words such as those in the two examples above and others such as "terrific," "terrible," "intellectual," "egghead," "pushy," and "go getter," show the author's point of view. You should try to identify the use of this type of emotional language. When it appears it shows that the author is emotionally involved in the topic (he/she may not be as objective as he/she should be) or that the author is trying to sway the reader through an emotional response. We should not be swayed to accept an argument through emotion, but rather through reasoning and evidence.

III. LOGIC OR REASONING

A. What is logic or reasoning?

Without logic or reasoning, humans would make no advances in life. Reasoning is one of the most important characteristics separating humans from animals. Logic or reasoning is the process of reaching a conclusion on the basis of available information or experience. It is the way an author tries to prove his point.

This section of the "Guide" includes information on various parts of logic or reasoning and gives you tips on what to look for in each part.

B. Main points and conclusions:

1. The first thing that you should do when you read an argument is identify the main point. The main point is what the author of a long argument (more than one paragraph) is trying to prove. You can't judge an argument until you first figure out what the author is trying to prove. A conclusion is what the author of a short argument (one paragraph or less) is trying to prove.

   A premise is a statement which presents evidence or reasons for the conclusion of the argument. (it is the part other than the conclusion). We will use the word premise in the worksheets, but we are concerned mostly with finding the conclusion.

2. You can find the conclusion or a main point by asking yourself, "What is the author trying to convince me of?" You can often also locate the conclusion by using the cue words below, especially "therefore." Ask, "Therefore, what?"

3. Cue words:

Conclusions	Premises
therefore	since
then	if
so	because
thus	

C. Words

1. As you can see in the sections on values and conclusions, the words an author uses can reveal something about his/her values, or cue you about the parts of an argument. In addition, historians should be careful to define words they use in arguments. Some words present problems when we try to define them. For example: "Bald" - how bald is bald? 100 hairs? 2 hairs? no hairs? Where a word is subject to several meanings, the historian should define how he/she is using it.

2. In some cases word usage is the key to assessing how good a historical argument is. There are some fallacies associated with words, among which are:

a. Jargon - the needless use of big words to make the argument sound more impressive. The key word is "needless," for in some instances big words are necessary to explain the argument.

b. Equivocation - the use of a key term in two or more senses in the same argument. For example, "How can people oppose Communism, when we are all communists (since we all share to some extent)?"

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author. We will say that something which is taken for granted but is stated is not an assumption but just a statement which lacks evidence. Unstated assumptions are the middle or general premise in an argument. You can find them by rewriting a short argument into premise-premise-conclusion form. For example, if someone said:

"We should spend our vacation in the mountains because we need a rest."

We could rephrase it as:

Premise - We need a rest

Premise (Assumption) - Vacations in the mountains provide rests

Conclusion - We should spend our vacation in the mountains.

Notice that the second premise is the assumption and that it is stated in general terms - "vacations."

2. An inference is a conclusion that goes beyond th evidence upon which it is based. It is drawn from the evidence. By knowing certain facts, we can make an educated guess or infer that something else is true. For example, if you walked into a room and there were twenty people there who yelled "surprise!" and started singing "happy birthday," you could infer that this is your birthday, that this is a birthday party, that someone had planned all this, that there will be a cake later, and so on. Or, if you saw a person frowning, you might infer that he/she is angry. The reasoning here is:

Premise: That person is frowning

Premise: People who frown are angry

Conclusion (inference): That person is angry

The inference is the conclusion

You need to learn to make reasonable inferences (a well developed skill among historians) and to judge how good the inferences are that are made by historians or other suthors. Many times people make incorrect inferences because of faulty assumptions. For example:

"I knew Tom was a drinker when he told me he was Irish."

The faulty assumption that all Irishmen are drinkers led to the unwarranted (possibly incorrect) inference that Tom is a drinker.

E. Types of Reasoning Used in History:

1. There are basically five kinds of reasoning used in history. Once you can identify these types of reasoning, then you can judge them against key questions for each type. These questions will help you see strong points, find weak points, or identify downright errors (or fallacies) in logic in the argument. You need to remember that in most arguments, even short ones, there are several types of reasoning being used.

2. Types of reasoning:

   a. Comparison (Analogy) - this type of reasoning compares <u>two</u> similar cases and reasons that what is true for one is true for the other. Watch, sometimes, for the cue word "like" to show an analogy.

      Examples:

      "Harry did all his homework and got an 'A' in history. If I do all my homework, I'll get an 'A' too."

      "Tracy set up her factory this way and it increased the speed of her assembly line. If I do the same, I'll increase the speed of my assembly line."

   b. Sample (Generalization) - this type of reasoning reasons that what is true for some part (or sample) of the group will be true for the whole group.

      Examples:

      A person takes a bite (sample) of pizza and says, "it's cold" (whole group).

A student who studied the corrupt Tweed Ring in New York City in the 1870's (sample - 1 case), concludes that there was a lot of corruption in American cities in the 1800's (whole group).

When you see general terms (plural nouns) like "people," "countries," "wars" consider that the author is making a generalization. How many people, countries, causes, or wars were sampled?

Two types of generalizations are called hard and soft generalizations. Hard generalizations deal with all (or none) of the members of a group. "All the apples have fallen off the tree." This type is disproven by one counter example (contrary case). Soft Generalizations deal with most (or a few) of the members of a group. "Most people remember Vietnam." This is not disproven by one or even several contrary cases, but as the contrary cases add up, the generalization is weakened. Historians do some of their research on specific cases (like "White Collar Mobility in Nineteenth Century San Francisco") in order to test the worthiness of generalizations.

c. Cause and effect - this type of reasoning argues that something caused (or will cause) or brought about - something else. This type of reasoning is involved with the connections between causes and effects.

Examples:

You see a flame (cause) under a pan of water, so you conclude it will boil (effect).

A historian argues that the main cause for the U.S. to enter into World War I was German submarines sinking so many ships.

A doctor sees that you have a fever and are coughing (effects) and concludes you have a virus (cause). He/she will then run tests to verify his/her reasoning.

Cue words for cause and effect reasoning are "cause," "reason for," "led to," "prevented."

d. Proof - this type of reasoning uses evidence or logic to prove the argument. Almost all arguments use some form of proof reasoning. When you cannot identify the argument as being a comparison, sample, cause and effect or debating (described below) then it probably is a proof argument. There are several ways of using proof reasoning:

1. Using evidence (or lack of evidence) to prove the point.
2. Using authority or moderation, or emotion to prove the point.
3. Eliminating alternatives to prove the point. For example, the prosecuting attorney might say, "Only Hodges and Simpson had a motive to commit the crime but Hodges was in Bermuda at the time, so Simpson must have done it." The prosecutor has eliminated alternatives to arrive at his/her conclusion.

Examples:

(Evidence) "Records from New Orleans show that slave sales broke up many slave families."

(Authority) "Mrs. Harney, a recognized expert on this subject, has shown that social class is not the most important reason."

(Eliminating Alternatives) "As has been shown, social class was not the key to voting behavior. Moreover, people did not vote based on issues or the candidates' personalities. This leaves only religious and ethnic factors to explain voting patterns."

(Notice that this also uses cause and effect and sample reasoning, and that all the alternatives have not been eliminated).

e. Debating - this type of reasoning refers to or talks about what another person (historian in an issue on history) said about the same topic. It basically tells you what the other people said, and gives you an argument about why the other people are wrong or partially wrong. Debating is done quite frequently at the beginning of articles in historical journals. The authors of the articles then go on to use the other four types of reasoning to show why their arguments should be accepted.

Example:

"The theory that the U.S. entered into World War I to make the world safe for democracy is weak for several reasons."

("The theory" refers to another viewpoint by a different historian)

F. Key Questions:

1. For each type of reasoning there are key questions which will help you to judge how good the reasoning is.

2. Key questions for each type of reasoning:

   a. Comparison (Analogy):

      Are the two cases compared similar enough to make the conclusion a good one?

   b. Sample (Generalization):

      Is the sample a good one? Is it large enough or represeatative enough to make the conclusion a good one?

   c. Cause and effect:

      Does the author really show the connection between the cause and the effect? Has the author considered all the possible connections or causes?

   d. Proof:

      Does the evidence or the argument make the conclusion a good one? Have all the alternatives been eliminated in this type of reasoning?

   e. Debating:

      Does the author of this argument give good enough reasons for disproving or weakening the other argument? Does he/she attack the other view in a fair way?

G. Fallacies in History:

1. Once you have identified the types of reasoning involved in an argument and asked yourself the key questions for the types of reasoning involved, you can get an idea of some of the strengths and weaknesses of the argument. From there you can also identify any fallacies (errors in logic) that might have been involved in the argument. The fallacies below are arranged according to the five types of reasoning. All you have to do is look under the types of reasoning you've identified in order to find the possible fallacies involved. For example, if you've concluded that the argument you're analyzing is a combination of sample and cause and effect reasoning, you would ask the key questions for those two types and then look at the fallacies under those two types only.

2. Fallacies (or errors) in reasoning:

a. Comparison (Analogy) Fallacies:

No specific fallacies. The key question takes care of the fallacies.

b. Sample (Generalization) Fallacies:

1. Unrepresentative Sample (or Hasty Generalization) -

A conclusion based on a sample which has too few examples or which does not represent the whole group well. This includes oversimplifications, such as "If it were not for bankers, we wouldn't have wars."

Example:

A reporter asks three people in Massachusetts if they support gun control. They all answer yes. So he/she concludes, "everyone in Massachusetts supports gun control."

Sometimes only a single case is used to make a generalization. Watch for "for example," or "for instance."

2. Stereotyping (or Composition or Division) -

A conclusion in which the characteristics of some portion of the group are assumed to be true for everyone (or everything) in the group.

Examples:

"You're Jewish, so you must be well educated."

"He's a member of a good law firm, so he must be a good lawyer."

"They all are good singers, so they'll be a good quartet."

3. Special Pleading -

A conclusion based on bringing out the factual information favorable to the author's arguments, but leaving out the information which is not favorable. Be careful not to overdo this fallacy. Historians always have to leave out some information, but this doesn't mean they've committed special pleading. What we want to know is whether the historian has left out evidence contrary (opposite) to his/her theory, or whether the historian has included it and overcome it with better evidence or reasoning.

Examples:

"Mom, I should be able to go to the dance. I passed my history test, and got an 'A' in math." (But, he/she failed the science test, which he/she didn't tell his/her mom).

"The U.S. has always won her wars. Look at the Spanish-American, World War I, and World War II." (But this leaves out the War of 1812 and Vietnam).

c. Cause and Effect Fallacies:

1. Single Cause - A conclusion that an event had one cause when in reality more than one cause was involved. Giving an event one cause oversimplifies history. Be careful not to overdo this fallacy. Sometimes a historian wishes that something was the cause of an event, but he/she really means that it was the mean cause.

Example:

"The explosion of the battleship 'Maine' caused the Spanish-American War."

2. Preceding Event as Cause (Post Hoc Ergo Propter Hoc) -

A conclusion that if event B happened after event A, then A caused B.

Examples:

"I washed my car, so naturally it rained."

"General Grant was appointed commander of the Union troops. After this, the North started to win."

3. Correlation As Cause -

A conclusion that if A and B occurred at the same time, or regularly at the same time, (a correlation) then one caused the other. Historians deal frequently with correlations when they cannot show the connection between a supposed cause and effect. Ideally, we would like to see the connection, but oftentimes correlations are very strong. For example, since doctors have not shown how cigarette smoking leads to lung cancer (they haven't shown the connection) they haven't proven that it causes the cancer. Yet the correlation between cigarette smoking and lung cancer is so strong that almost everyone believes that cigarettes do cause it.

Examples:

"Democrats were President during World War I, World War II, and Korea. The Democrats cause wars."

"Presidents elected in years ending in zero (i.e. 1860) died in office. So, the years they were elected caused their deaths."

d. Proof Fallacies:

1. Irrelevant Proof - A conclusion based on an argument which is not relevant to the topic.

Examples:

Student to teacher, "If you flunk me, I'll lose my scholarship."

Child to parent, "Everyone else does it."

Historian, "Governor Billings was not such a bad governor. He was good to his children, and he went to church every Sunday."

2. Negative Proof - A conclusion based on the absence (lack) of evidence to support some other theory (argument).

Example:

"There is no evidence that Senator Macklem was an honest woman, therefore, she was a thief."

3. Numbers - A conclusion that this argument must be right since there is so much evidence to back it up. Be careful here, because generally an argument with more evidence is strengthened.

Example:

"We have so much evidence from these records that we must be right."

4. Appeal to Authority - A conclusion that this argument is right because it is based on the support of an expert. Again, you have to be careful, since using authorties to support a theory generally strengthens the theory. This si why doctors are called in to testify in court cases involving medical injuries. However, sometimes authors depend too much on experts and not enough on evidence to prove their points. Also, sometimes the experts are not expert on the particular topic about which the author is arguing.

Example:

Bruce Jenner urging us to eat a certain brand of cereal.

5. Appeal to the Golden Mean - A conclusion that this argument is right because it is moderate, (between the extreme views) or it takes in all the other viewpoints. Remember that extreme views can be right. Many ideas that we now accept as reasonable were once considered extreme. For example, it was once considered an extreme view to be in favor of women voting.

Examples:

"Some people say that Adolph Hitler was the greatest leader ever and some people say he was one of the most evil men who ever lived. So, he must have been an OK person - with some good and some bad points."

"The ideal highway speed is 45 miles per hour because it is between the crazy speeder and the slow poke."

6. False Scenario - A conclusion based on an argument that if something had happened, then something else would have happened. (or if something had not happened, then something else would not have happened, and so forth). Scenarios can be reasonable if there is a lot o evidence to support them, but scenarios are weak. Watch for the cue word "if," although not all statements with "if" are scenarios.

Example:

"If we had not built railroads in the late nineteenth century, the U.S. would not have had as much economic growth."

7. Either-Or - A conclusion that since A and B were the only possible explanations and since A was not possible, B is proven to be the explanation. This method of arguing (eliminating alternatives) is acceptable, as was shown above in the explanation of proof reasoning. The problem is when the two alternatives were not the only choices available. Couldn't it be both, neither, or something else?

Example:

Book title "The Colonists: Dreamers or Idiots?"

8. Begging the Question (Circular Argument) - A conclusion which is based on a premise, but the premise is also based on the conclusion.

Example:

"Author A is a better writer than author B because people with good literary taste prefer A. We know those people have good literary taste because they read author A."

9. Prevalent Proof - A conclusion that something is right because everyone knows it is right.

Example:

(From the Middle Ages) "Everyone knows the sun goes around the earth."

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem) - A conclusion that the opposing viewpoint is wrong because of the person making the argument.

Example:

"No one should listen to what Mr. Warren says. He's a Communist."

2. Straw Man - A conclusion that the opposing viewpoint is wrong based on an attack on what the opponent did not say. It is the technique of adding to or changing what an opponent has said, and then attacking your version of what he/she said.

Example:

Jones: "I'm opposed to capital punishment."

Thibedeau: "People like you who oppose punishing criminals make me sick." (Jones didn't say he opposed punishing criminals.)

3. Appeal to Irrelevant Outcome - A conclusion that an opposing viewpoint is wrong because the person making the argument would really not want the outcome or consequences of his/her position.

Example:

Historian: "I wonder if those historians who feel America was wrong in the Mexican War would want to give back all the land the U.S. gained from the War."
(This is irrelevant to whether the U.S. was right or wrong.)

IV. MODELS FOR ANALYZING ARGUMENTS

A. For written arguments use MARKER: (Remember that key words - such as value words - can help you identify several of the parts of an argument).

M - Find the main point.

A - Locate any assumptions the author makes. Include in these values and value judgments.

R - Identify the types of reasoning used by the author in the different parts of the argument.

K - Apply the key questions to the types of reasoning you found. How well does the author answer these questions? These key questions may also help you to identify fallacies in the argument.

E - Look for the evidence the author uses to support his points. If there is no evidence, be sure to note that. If the author uses factual information (sourceless evidence) instead of evidence, write that down and add any comments. If the author has evidence, evaluate it according to PROP or the other factors for judging evidence. If the author includes a lot of evidence, evaluate only the two or three pieces of evidence that support the most important arguments. You must evaluate specific pieces of evidence if there is evidence presented in the argument.

R - Think of any relevant information that you know of on this issue. Do the points made in this argument square with what you already know on the topic? Do the points seem to make sense based on your own experiences?

B. For films use PIPE: (Remember that what we are evaluating here is the arguments made by the film. We are not judging it according to literary or technical standards.)

P - Find the point of view of the film. Watch for parts of the film which seem to make value judgments. Does the point of view support or attack a point of view which you already know of on this topic?

I - Watch for any inferences made in the film. What parts of the film could the author (filmmaker) not have known from the evidence available on this topic, but rather had to guess at or infer. For example, suppose two characters in the film have a private discussion in a bedroom. If neither of these figures ever actually wrote about what he/she thought or talked about, then you might conclude that the author of the film made up this conversation. The conversation may reveal the author's opinions, bias, or point of view.

P - Think about the persuasive techniques used in the film. How does the film use music, camera angles, character portrayal (i.e. good guys and bad guys), and so forth? Are these aspects of the film meant to persuade the viewer to a certain point of view? For example, if a film on industrialists played lively cheerful music every time an industrialist was shown, you might conclude that the filmmaker was favorable to the industrialists.

E - Identify any evidence used in the film to support its arguments. What evidence is presented and how good is it? When we say evidence we mean specific evidence used to support specific arguments. We do not mean the statement at the beginning of some films that it is "based on fact." It is very difficult to present evidence in a film. Nevertheless, just as you should not be persuaded by written arguments having no evidence to back them up, you should not be unduly influenced by films having no evidence to back them up.

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Explanation of the Guide to Critical Thinking

Introduction

We are using "argument" and "interpretation" as interchangeable. Later we will also use "viewpoint."

We mention the process of analyzing and evaluating an argument. With some classes the teacher might want to mention that this is from Bloom's taxonomy and to explain the six levels of thinking outlined by Bloom (Bloom's taxonomy is explained in another part of the teacher's guide).

The six-letter acronym (MARKER) is intended to be easily remembered by students, so they will be able to use it long after they leave this course.

I. Evidence

The definition of evidence given here is a narrow one. We feel that factual information or examples cannot be verified easily so they cannot usually be evaluated by students. Evidence, on the other hand, can be evaluated, to some extent, without further research. We want to encourage this evaluation of evidence. Note that examples "b" and "c" on reconstruction contain statistics, but in "b" statistics do not constitute evidence.

The factors for evaluating evidence are limited to four (PROP) to make it more easily remembered by students. Also, many, if not most, students aged fourteen to seventeen will be concrete operational. A characteristic of this cognitive stage is the ability to handle four or five variables at most at a time. For students who can handle more variables, other factors are included. This list is still not exhaustive, but it will be helpful for most evidence high school students will encounter.

One important consideration for evaluating evidence which was not included in this section of the "Guide" is whether the evidence actually supports the argument the author is making. This factor is dealt with in the logic section of the "Guide" under proof reasoning. The key question for proof reasoning is "Does the reasoning or evidence presented actually prove the point?"

Use the introductory worksheets on evidence to help students to understand this section.

II. Values

The intent in this section is to show students the importance of the language used in arguments. Value judgments reveal the underlying values of the author. We do not want students to be swayed by emotional language, or the fallacy of appeal to emotion.

As is pointed out in the "Guide," the strategy of bringing up specific cases to test the worthiness of a value position is not intended to "best" the other person, but rather to get both people to examine the value in more depth. Frequently, assertions are made by people which are based on rather simplistic value positions.

It is helpful if people can examine those value positions against the more complex nature of reality. It leads to qualifications of positions, and more importantly, to more thinking.

III. Logic or Reasoning

A. What is logic or reasoning?

The meaning of logic or reasoning which is given in the "Guide" is a simple one. There is no discussion of formal logic, validity, syllogisms, venn diagrams, deductive or inductive logic, or many other aspects of logic in the formal sense of the term. There are several reasons for this. History is not involved with formal logic to any significant extent (conditional logic is one excpetion). Thus, venn diagrams are useless, as far as we can tell, for analyzing historical arguments. Moreover, we do not feel that the assessment of arguments for their validity is helpful for evaluating historical arguments. When we ask students how good an historical argument is, we are asking them how truthful it is, not how valid its form is (we do, however, have students rewrite arguments in premise-premise-conclusion form because this helps them think through arguments better).

We feel that teaching some elements of formal logic would be helpful in some ways to improve students' critical thinking skills. However, these elements would be worth the results. On the other hand, the skills taught in this project are directly related to the subject matter and, we believe, improve students' critical thinking skills significantly with a moderate input of time and effort.

Some teachers may nevertheless want to explain a few aspects of logic to their students, just to clarify for students the different types of thinking. In this vein it might be worthwhile to explain to high level students deductive logic (if the premises are true, and it's a valid argument then the conclusion must be true) and inductive logic (if the premises are true, then the conclusion is probably true) and that history is involved almost entirely with inductive logic. We did not include this explanation in the "Guide" because it confuses some students.

B. Main points and conclusions:

Finding conclusions and main points are the first step in analyzing arguments. The student must know what the author is trying to convince him of first, before he/she goes on to assess whether he/she should believe it.

It is important to point out to students that putting in "therefore" to find the conclusion is not foolproof. Sometimes "therefore" can be put into several places in an argument.

C. Words are not part of the analysis model (MARKER), but they are improtant to several parts of the model. You can put the problem of undefined words and the two word fallacies under proof reasoning in the model, if you want to emphasize language more.

D. Assumptions and Inferences:

The definition of an assumption is much narrower than the meaning given to it by other people. We feel that stated assumptions are just statements which lack evidence or factual information to support them. These types of assumptions are picked up by the evidence section of the "Guide" and the MARKER model. Here we are interested in getting students to identify positions which are unstated because these can sway the reader more easily. So it is the missing major premise and the author's underlying values with which we are concerned. We tried to define carefully in the "Guide" what we mean by assumptions to avoid misunderstanding by students.

E. Types of Reasoning in History:

Four of these categories are fairly easily understood, learned, and identified in arguments. It is the proof type of reasoning which is the hardest to learn and identify because it is the broadest category. You might want to cue students that if they cannot clearly recognize a type of reasoning as one of the other four types, it is probably proof. Enphasize that proof by evidence deals with how evidence is used to prove the point, rather than how good the evidence is (for example, whether it is primary vs. secondary). Does the evidence actually prove the argument the historian is making?

F. Key Questions:

These questions are not explained here. However, there are worksheets to help students better understand the questions.

G. Fallacies:

We emphasize key questions more than fallacies in our analysis model (MARKER), because we feel key questions are easier to remember, promote better thinking, and lead to a better analysis of most arguments in history. There are 18 fallacies listed under this section, but there are only five key questions to remember. Also, since the questions are less specific than the fallacies, they require more generalized thinking to apply them to specific arguments.

The most important benefit of using key questions, however, is that the essential evaluation of most historical arguments does not involve fallacies. Fallacies arise in minor parts of historical arguments but do not usually help us to decide whether or not to accept the main point of the argument. In some cases, historical arguments are riddled with fallacies, but using the key questions would also show these arguments to be weak. We feel that the arguments used for identifying fallacies are often caricatures of creditable arguments.

But, fallacies cannot give us more than a hint as to which argument to believe when we are confronted with rival viewpoints made by reputable historians on many topics in American History. When we read Arthur Schlesinger Jr. and Lee Benson on Jacksonian Democracy, it will not be a knowledge of fallacies which will help us decide which viewpoint is stronger. It will not be that one author commits the fallacy of the misrepresentative sample while the other's sample is fine. Rather, it will be that one author's sample was simply better in some way - it was larger or more representative. It will not be that one author commits the fallacy of post hoc reasoning while the other does not. Rather, it will be that one author will present a more complete explanation of, or have more evidence to show, the connection between the cause and the effect involved in the issue.

For what separates better historical interpretations from weaker ones is degrees of differences: somewhat more similar analogies, generally better samples, rather more complete explanations of the connections between causes and effects, fairly stronger or more important evidence or proof. Fallacies hide these differences in degree. The author either commits the fallacy in question or he/she does not. In a sense, fallacies themselves commit the fallacy of either/or reasoning. It is well to remember that fallacies are names that someone decided to give to some weakness in reasoning which seemed to arise often enough to justify giving it a name (i.e., a category).

The most well known example of fallacies being applied to historical thinking is David Hackett Fischer's Historian's Fallacies: Toward a Logic of Historical Thought. This author lists hundreds of fallacies in historical writing, which are both entertaining and instructive. But the examples are usually one paragraph or less taken from historical articles or books. They do not help us (nor are they intended to) assess the interpretations as a whole.

While we believe that key questions will generally be of more help to students in evaluating intrepretations, we do feel that fallacies are worthwhile as examples of faulty thinking which can help students to find weak spots in some arguments. The fallacies listed in the "Guide" are fallacies that we have found are more common in historical arguments. We tried to keep the list as short as possible, to avoid having students trying to remember too much information.

IV. Models for Analyzing Arguments

A. Written arguments - MARKER:

We tried to keep the model as short as possible. Fewer letters would have been better, but we feel all these letters are necessary to a complete analysis.

For each letter, the student should refer to a specific example from the argument. In the historical interpretations in the booklet, the sentences are numbered to facilitate reference to specific examples.

As was mentioned above, "words" was not included as a letter in the model, but parts of the model require attention by students to the language used in arguments.

The latter R (relevant information) was included in the model to help students to remember to incorporate the relevant information that is included in some of the historical interpretation lessons (the skill of relating data to a hypothesis). Beyond that, this letter in the model is intended to help students to more actively search their own knowledge to assess new interpretations. Sometimes, students could better critique a viewpoint if they would think about what they already know which supports or contradicts the theory. By making this a conscious part of the analysis model, we feel students will do this more readily.

B. Films - PIPE:

Part of critical thinking, especially for today's children, should apply to visual media. The first problem that has to be overcome is that most students do not recognize that there are arguments or points of view in films. The point of the analysis model is to make the student a more active viewer.

There are several films which are recommended as an optional part of lesson plans in the booklets. The analysis model could obviously be used with many other films, however.

Remind students that what they are doing is assessing the arguments or point of view of the film, not the literary aspects of the film.

Using the Guide to Critical Thinking and the Introductory Lessons

The "Guide to Critical Thinking" (or the "Outline of the Guide" for easier reference) is intended to be used by students as they need it to solve the problem worksheets in the booklets. As mentioned before, we do not think it is a good idea to explain in detail the various parts of the "Guide" to students. Rather, when you choose a lesson that you would like students to deal with, (for example, E-2) you look up the skills involved in that lesson, and go over that section of the "Guide." Then you can have the students do the appropriate introductory lesson to make sure they understand the skill before tackling the problem in the regular unit in history. The emphasis in the introductory lesson plans is on concrete demonstrations and familiar examples to help students who are preoperational or concrete operational to understand these abstract concepts. (see the section "Levels of Difficulty in the Project" for further explanation of Piaget's cognitive stages).

The introductory lessons do not cover every aspect dealt with in the "Guide" but they do cover all the major ones. The introductory lessons are on the following topics:

IN-1	Bermuda Triangle. Introductory reading for overview and motivation
IN-2	Identifying evidence
IN-3A	Identifying and evaluating evidence
IN-3B	Identifying and evaluating evidence
IN-3C	Evaluating evidence
IN-4	Values
IN-5	Conclusions
IN-6	Assumptions
IN-7	Types of reasoning
IN-8	Key questions. This is meant to help students evaluate the reasoning used in arguments.
IN-9	Fallacies

For IN-3A, 3B, and 3C you can select the demonstration (3A or 3B) that you prefer. Then, if you'd like, you can follow the demonstration up with the worksheet on evidence (3C).

When you have students refer back to the "Guide" to do the worksheets, have them look at the "Outline of the Guide" for easier reference.

INTRODUCTORY LESSONS

IN-1 Lesson Plan
The Bermuda Triangle

The main objective of this sheet is to help students to see that they shouldn't believe everything they read or hear - that some arguments are not as strong as they appear at first. It is intended to help students to be more skeptical.

One way to use the sheet is to have students read it and ask them to write down their reaction to it. When everyone has written something, then ask the students what they think about the reading. After quite a few opinions are expressed have them read the relevant information and write their reaction again. Then ask them what they learned from the lesson.

You could also use the reading for developing a number of other skills such as: finding the main point, identifying value and emotional words, locating assumptions and fallacies and evaluating evidence.

IN-2 Answer Key - Evidence

1. (Historian A) - A

2. (Historian B) - C - "said" = statements by witnesses.

3. (Historian C) - B - statistics which might be verified, but we don't have the source.

4. (Historian D) - B - This is worth discussing. While no source is given, it could easily be checked which makes it more reliable. In fact, it is probably more reliable than some factual information which does include the source. On the other hand, without the source we cannot tell more specifically what the convictions were for.

IN-3A Lesson Plan
Evidence

Payment for Candy

Have five students go out into the hallway. Instruct students #1, 2, and 3 to stay near your door, student #4 to go 10 feet away and watch the three students near the door, and student #5 to go 10 feet in the other direction and watch the three students. Prearrange with two of the students near the door that they are to engage in a transaction. Student #1 gives Student #2 an eraser (representing a piece of candy), Student #2 gives Student #1 a piece of chalk (representing a quarter) for it. Then the Student #1 will claim that Student #2 never paid him/her; and the two will argue about it.

Bring in the five students and tell the class that an event has just taken place and that they have to figure out what happened and who is telling the truth by asking questions. When questions about the candy and money are asked, you can explain that the eraser is the candy and the chalk is the money. Tell all the participating students that they have to tell the truth about what they saw or did, except for Student #1 who can lie about the payment. Also all the students should only answer the questions which are asked.

After the class has asked questions of the participants the teacher can ask:

1. Which was a statement by a witness ?
2. Which was a written document ?
3. Which was an object ?
4. Look at your "Guide to Critical Thinking." How good was the statement or testimony by murderer, witnesses, etc.? How good was the eraser (candy) or chalk (quarter) as evidence ?

Tell the students that what they have just done by asking questions is partly what historians do. Have them look at the worksheet on evidence, IN-3C.

IN-3B Lesson Plan
Evidence

MOCK MURDER IN THE HALLWAY:

Have five students go out in the hallway. Instruct three students to stay near your door, one student go 25 feet away in one direction and watch the three students near your door, and the other student go 25 feet in the other direction and watch the three students. One of the three students gets a squirt gun. Instruct him that when he is ready he is to take out the toy gun and pretend to kill one of the other students by yelling "bang!"

Bring in the five students - one is "dead" - and tell the class that they have just heard an event. They are to investigate it by asking questions of the participants. (Tell the participants beforehand that they should tell the truth, except for the murderer).

The teacher can then ask the class questions about the investigation:

1. Which was a statement by a witness?
2. Which was a document?
3. Which was an object?
4. Look at your Guide to Critical Thinking. How good was the statement or testimony by murderer, witnesses, etc. ? How good was the gun as evidence? Suppose you found only the murderer's fingerprints on it?

OR

The teacher can be the prosecuting attorney presenting the case to convict the murderer. He can ask questions of the witnesses, produce the gun with fingerprints of the murderer on it, and produce a letter (just fake it) showing that the murderer didn't like the victim. Then you can ask the above questions.

Tell the students that what they, as investigators, have just done is what historians do. Have them look at the attached handouts.

IN-3C Answer Key
Evidence

You are now a historian trying to figure out who stabbed John Jones in the corridor at Hamilton-Wenham, but in 1940, not today. As a historian, you have the following pieces of information (evidence):

A. There was an investigation by police into the alleged murder of John Jones.

1. The police concluded that he was murdered by stab wounds.

2. The police had three suspects: 1. Clarence Kelly, 2. Slim Stowell, and 3. Luke Levin. All three were in the corridor within 10 feet of John Jones when he was murdered.

3. The police felt they had enough evidence to prosecute Luke Levin.

B. There was a trial of Luke Levin for the alleged murder of John Jones. In the trial:

4. Luke's girlfriend said he was a good person and he never would kill anyone.

5. A teacher testified he opened the door of his room and entered the corridor as soon as he heard John Jones scream. No one could have moved, and no one was moving when he looked into the corridor. John was lying on the floor while Luke, Clarence, and Slim were standing within 10 feet, looking at him. Luke was closest to John.

6. Clarence testified that he didn't do it, but he was looking the other way so he doesn't know whether Luke or Slim did it.

7. Slim testified that he didn't do it, that Luke did it.

8. Luke testified that he didn't do it, that Slim did it.

9. Witness A, who didn't know any of the men, said he heard John say "No, Luke, no" right before the murder.

10. Witness B, who was 35 feet away and who didn't know any of the men, said he saw Luke stab John.

11. The knife was shown to have Luke's fingerprints on it, and only Luke's.

12. Both Luke and Slim had knives with them on that day, according to Clarence.

13. The police found a knife on Slim at the scene of the murder, as well as the knife in John. No other weapons were found.

14. An IOU note was produced at the trial showing that John owed Luke $300, which was due to be paid three days before the murder.

15. Witness C testified that Slim did not like John.

16. Witness D, 50 feet away, testified that she saw Luke stab John.

17. Witness E, in another part of the building, not within sight of the murder scene, says he's sure Luke killed John.

18. A letter was presented at the trial, by Luke's girlfriend, to her mother in which she says Luke hated John.

C. The jury found Luke guilty of murder.

1. As a historian, do you think the jury was right in its verdict? Yes. Why? Point out that the question of guilt or innocence in a trial is different from the probability of truth in history. In history we do not have to prove something true beyond a shadow of a doubt, as in a court trial, but rather by a preponderance of evidence.
2. Give one example for each type of evidence presented. Just write the number of the evidence on the line:

All others A. Statements by witnesses

18, 14 B. Documents (written information)

11, 12 C. Objects

3. Evaluate (judge) the following evidence according to the factors (criteria) given.

Factors	#4	#7	#10	#11	#14	#17	#1
1. Witness has reason to lie?	Yes	Yes	No	No	No	Not that we know of	No
2. Public or private statement?	Public	Public	Public	Private	Private	Public	Pub
3. Primary or secondary?	Prime?	Prime	Prime	Prime	Prime	Second-ary	Pri
4. Other evidence showing the same thing?	#8(Luke) (very little)	Yes	Yes	Yes	Yes	Yes	Ye

Compare the reliability of evidence #4 and #18.

IN-4 Lesson Plan
Values

Write on the board:

"Students should not be allowed to go to the bathroom during class because if they do it disrupts class."

1. Make a general value statement:

   (Something which disrupts class should not be allowed.)

2. Other examples:

   A. "Fire drills disrupt class, Should we not have them?"

   B. "If your arm is cut and you might bleed to death, should you be allowed to raise your hand to tell the teacher even though it disrupts class?"

Discuss: The teacher could qualify the original statement.

Write on the board:

"We should raise the age at which people can drive to 21. That way the number of accidents will be reduced."

1. Make a general value statement:

   (Something which reduces accidents should be done.)

2. Other examples:

   A. Banning cars, or giving no licenses, will reduce accidents.

   B. Making all cars with a maximum speed of 10 mph will reduce accidents.

The teacher could qualify the original statement:

"Since people aged 16-21 cause more accidents, we should raise the age at which people can drive to 21."

Ask for new examples:

("Throwing people aged 16-21 into jail will reduce traffic accidents also. Should we do that?")

Teacher modifies again, etc.

Give students values sheet.

IN-4 Answer Key

WORKSHEET - VALUES

A. 1.) Already done for the students.
2.) Point out that the person who made the statement will now have to change it, somehow. "The Indians weren't using it right and they weren't civilized." You (the student) can then attack the new argument.

B. 3. General value statement: When there is no good evidence that someone is guilty of wrongdoing, he should not be punished (ie. hung).

4. Other examples: (If the students can't come up with any examples, ask them what that tells them.)

C. 5. General value statement: You should always do what earns you the most money.

6. Other examples: The U. S. could earn more money by selling all our military weapons and factories to Russia. Should we do that?

IN-5 Lesson Plan
Conclusions

Write on the board:

1. "The bell rang. 2. When the bell rings it means class should start.
3. Therefore, we should start class."

Look in your "Guide to Critical Thinking." Conclusions are on pages 2-3.
Which sentence is the conclusion?

Repeat:

1. "Boys are better at track than girls. 2. So boys track should get more money for equipment than girls track. 3. How can you argue with that?"

(Pick an appropriate one for your classroom.)

1. The sun shines through the window only in the afternoon.
2. The sun is shining through the window.
(Conclusion is unstated in this one.)

Now, try the worksheet on conclusions.

IN-5 ANSWER KEY

WORKSHEET - CONCLUSIONS

1. C ("so" is a cue word for a conclusion)

   Premise - When the bell rings, it's time for lunch.
   Premise - The bell just rang.
   Conclusion - ∴. It is time for lunch.

2. A

   Premise - People on the swim team swim better.
   Premise - Mary is on the swim team and John isn't.
   Conclusion - ∴. Mary is a better swimmer.

3. B ("Since" is a cue word for a premise, which eliminates sentence 1).

4. A (You'll get discussion of this one. It can be set up as:

   Premise - We have a better team.
   Conclusion - ∴. We won.

   OR

   Premise - We won.
   Conclusion - ∴. We have a better team.

   However, the word "because" indicates that that part of the sentence is the premise, so "we won" is the conclusion. The important thing is not so much the right answer as that the students are thinking in trying to find the conclusion. "What is he trying to convince me of?"

5. B What the person is trying to prove is that the best lunches are served on Tuesdays.

IN-6 Lesson Plan
Assumptions

Teacher holds up a brown bag full of something (paperclips) and says:

> "When I pull something out of here it will be a paperclip. What am I assuming is true?" (Only paperclips in the bag.)
>
> "If I leave the bag here for awhile when I return it will still be here. What am I assuming?" (No one will move it.)

Look in your "Guide to Critical Thinking" at the section on assumptions. (Read over the explanation and examples.)

Now try the worksheet on assumptions.

IN-6 ANSWER KEY

WORKSHEET - ASSUMPTIONS

1. C

I'll have a head start.
But you run faster than me.
∴ You'll get there first.

2. B

Beth is older than Roger.
Roger is older than Marie.
∴ Beth is older than Marie.

3. B

4.

Fred works for the Shell Station.
The Shell Station hires only good mechanics. (assumption)
∴ Fred must be a good mechanic.

IN-7 Lesson Plan

Types of Reasoning

A. Teacher says: (Evidence or Proof)

1. "Suppose your mother told you that if you mowed the grass you could go out the next night. The next night, after you mowed the grass, when you're getting ready to go, your mother says, 'Where do you think you're going, you can't go out.' What would you say?"
(But you said I could if I mowed the grass.)

This is proof reasoning. You bring up something she said earlier to prove you should be able to go out. Suppose she said "You didn't mow the grass." What would you say next? (Look at the grass). What would this be, logic, evidence, or values? (Evidence)

2. "Suppose you are a defense lawyer for Jones and you have five witnesses who will show that Jones didn't commit the crime. Suppose the judge, before the trial asks if there is enough evidence to even try Jones. The prosecutor says there is. The judge asks you how you're going to prove Jones is innocent. What would you say?"
(I have witnesses who will show that Jones didn't do it.)

This is also proof reasoning.

3. "Suppose we're trying to find out who threw the ball that broke the glass. Anne and Theresa were the only ones in the room when the ball went through the window. What would you say if you knew Theresa had no arms? (Anne probably threw the ball.)

This is also proof reasoning.

B. Teacher says: (Cause and Effect)

1. Suppose Jenny is very sick to her stomach and is brought to the emergency room. You're the doctor, what are you going to do? (examine her, ask questions). What are you going to ask? (What have you eaten?) What are you trying to find out? (What caused this?) Suppose you found out that Jenny ate a ham sandwich with mayonaise at a picnic which was left out in the sun for eight hours, and that every other person who ate a ham sandwich got sick. What would you conclude? (Sandwiches caused her to be sick.)

This is cause and effect reasoning.

C. (Sample/Generalization)

Teacher holds up a brown bag full of something (paper clips). He says "when you're ready to make a conclusion, tell me." He starts pulling out paper clips. When someone eventually says something like "It's a bag full of paperclips", write it on the board. "Do you know for sure that this is true? Did you look at everything in here? What did you look at? (A sample) So this is sample reasoning. What we've written on the board is called a generalization. We could have written, 'Most of the items in the bag are paperclips.' Still a generalization."

IN-7 Lesson Plan
Types of Reasoning

Suppose I want to prove this is a bag full of paperclips. I look in the bag each time (maybe there's rubber bands in it, too) and pull out a paperclip. Or suppose I pulled out only two paperclips before we made our conclusion? These are not really fair samples--these are fallacies, the first is special pleading, the second is an unrepresentative sample.

D. Teacher says: (Comparison)

1. "Suppose you drove in an autocross road race in the North Shore Shopping Center Parking Lot a month ago. You drove your 1978 Honda Civic, which was in D Class, and your best time was 31.5 seconds. Now suppose Harry told you that last Sunday he drove in an autocross and his best time was 29.8 seconds, so he's a better driver than you. You can ask him any three questions. What would you ask? (1. What kind of car? 2. What was the best time of day? 3. What class were you in?) What are you trying to get at with your questions? (Show there are differences in the two times.)

   This is comparison or analogy reasoning. It's comparing two events or cases and making an argument from the comparison (Harry's a better driver). What you try to do with comparison arguments is ask questions to see if the cases are similar enough to make you accept the conclusion. Would you agree that Harry's a better driver than you, from this argument? (No)

2. Suppose the teacher gave an assignment from textbook A (hold it up). John got that textbook; which of these three other textbooks should I choose from which to do my assignment (holds up 3 others)? (Textbook B is the same as A) Why should I pick B? (same) How do you know they're the same? (cover the same, look inside). So the argument is: Assignment from A. B same as A. . . .Can do assignment from B. It's comparison (analogy) reasoning.

E. Teacher says: (Debating)

1. Harry said he's a better driver than Joan in autocross because he had a lower time last Sunday. But Harry didn't prove this because he was driving a faster car, in a higher class, and on an easier course. // Actually Joan is a better driver because . . .

   This is a debating argument up to the double line. He's talking about someone else's argument and showing why it is weak. Many, many historians use this style of argument in their articles and books. Notice that this argument is a good one. It is all right to show why your argument is better than another argument with a different point of view.

You might want to review each type of reasoning, as listed in the "Guide". You could summarize each example on the board.

A. Evidence (Proof) - Mom and going out if you mowed the grass
B. Cause and effect - Why is Jenny sick? - ham sandwich
C. Sample (Generalization) - Is it a bag full of paperclips?
D. Comparison (Analogy) - Harry's a better driver because his time was lower.
E. Debating - Harry's argument is weak because . . . .

Now have the students do the worksheet on types of reasoning. Discuss the answers. #7 may be difficult, so go over it.

IN-7 ANSWER KEY

WORKSHEET - TYPES OF REASONING

1. D Compares Fred's race with this race. It can also be considered cause and effect reasoning, but it is mainly an analogy.

2. C A sample of all the kids who went to the dance.

3. D Cue word - "like".

4. E Refers to Karen and her argument and attempts to refute it. It attacks Karen's argument by attacking her sample and her evidence (proof).

5. B/D Mainly cause and effect - cue word "reasons" = causes. Proof would be bringing up an argument or evidence to show why (prove) they were causes. Proof also might be eliminating other possible causes. It is also a sampling of the causes.

6. E "Other historians have said . . ." and then tries to refute.

7. A Eliminates other possibilities to prove that Christine bought the refrigerator.

Remind students that many historical arguments are a mixture of several types of reasoning. The purpose of identifying the types is to better know how to evaluate the arguments.

IN-8 Lesson Plan

Key Questions

These problems are intended to help students to understand the difference in arguments according to the Key questions for the five types of reasoning. That is, what constitutes a letter or worse analogy, generalization, cause and effect, proof, or debating argument.

The best way to use these worksheets is to have students turn in their "Guides" to the section on types of reasoning and key questions, go over it with them to refresh their memories and have them do the problems on these worksheets. (Students should already have done IN-7 on types of reasoning for doing this lesson).

IN-8 Answer Key

A. Comparisons:

1. A. Grades in courses in general and specifically in history are important for comparison. Having the same teacher seems an important factor since different teachers count differently.

In B, intelligence may be important but does not seem as important as past performance in history or as important as having the same teacher.

In C, knowing as much about history may be important, but again not as important as the other factors.

2. C. In A & B the two races are not the same. In C more factors are shown to be similar, and they are important (such as the temperature).

Note:

The right answers to these problems is not the important aspect of them. The main objective of the problems is to instruct the students through example, on what to look for in analogies. Even students who got wrong answers on these problems will learn that analogies which are similar in more significant ways are better than those which are not.

You could point out to students the cause and effect elements also involved in both problems. In # 1 is it doing the homework plus having a particular teacher plus having a certain optitude for history which caused Harry to get an "A"? In # 2 is the amount of water ingested an important cause in finishing a race?

B. Samples: (Note that the three sample problems introduce three variables in samples: size, representativeness, and time.)

3. D. This is easy, but it may help students to remember that the <u>size</u> of the sample is important.

4. B. B seems best because it is designed to be <u>representative</u> of all the groups in the city. E seems good because it looks random. However, it isn't because some groups may not own telephones (reminding one of the famous telephone poll taken in the 1948 election which predicted that Dewey would win), and because people at work would not be sampled. What may surprise some students is that the size of the sample is not the key factor in this case. The 450 people asked at the country club are not very representative of the city as a whole, even though this is the largest sample. You might tell students that polls taken before presidential elections (which have been accurate) sample only about 1200 to 1500 people, but they are designed to be representative of all ages, occupations, regions, social classes,

4. B. (continued)

and so forth.

5. C. C seems best because it samples a broader, span of time. Time is an important variable in historical samples which does not appear as often in samples outside of historical investigation.
Answer A is better in the respect that it covers all the states. However, the broader time span seems more important in this case. You could point out that historians frequently study a smaller part (one state, one county, one ten-year period) of a larger question to test the validity of the larger generalization (i.e. "Slaves had a short life expectancy").

(Note that the explanation of generalizations in the "Guide" and this worksheet do not explain differences in types of generalizations: factual, definitional, hard, soft, collective, and statistical. We recognize that this is a disadvantage, but we felt it would be too confusing to explain all these to students. The idea of the sample will help with most generalizations.

C. Cause and Effect:

6. B. This is the answer which shows the most direct connection between the meat and the sickness. You might want to mention to students that this is also a proof argument. The blood test is evidence (object) to prove the cause.
Answer C is a fairly good correlation, but it doesn't show the connection. Maybe they ate something else or breathed in poison, or had sun stroke which caused the sickness.

7. C. This statement explains to some extent the alliances led from the assassination at Serajevo to War, while the other answers do not. This answer is not a great explanation. For example it doesn't explain why Germany decided to honor her alliance, or why she attacked France. However, it is the best explanation of the three answers.

D. Proof:

(Note: These judge how evidence is used, rather than the evidence itself).

8. D. This best proves the particular conclusion given. Point out to students that this is not the evaluation of the evidence (according to PROP, for example) but rather the assessment. The extent to which the evidence proves the argument the historian makes. This is why each of the answers is the same in terms of evidence itself ("A government study---").

9. C. This best proves the point about life expectancies over the entire time span.
You could point out that both of these problems involved samples also.

E. Debating:

10. A. This answer is best because it attacks the basis for John's conclusion. B and D are ad hominem arguments. C offers counterargument which is a good way to debate, but in this case it offers only a different opinion about the most important criteria without supporting this opinion. Answer A is better because it attacks John's argument directly.

IN-9 Lesson Plan
Fallacies

This worksheet is provided so that you can give the students practice in identifying fallacies. As was mentioned previously, we feel that working with key questions is more fruitful for developing critical thinking skills. Also, many of the worksheets in the booklet have questions on fallacies. Still these could be done as a regular class exercise, or given as individual or extra credit work.

IN-9 Answer Key

1. Hasty generalization.
2. Either/or.
3. Irrelevent proof.
4. Attacking the arguer.
5. Correlation as cause.
6. Hasty generalization.
7. Bad analogy or hasty generalization (oversimplification).
8. Unrepresentative sample.
9. Negative proof.
10. Attacking the arguer.
11. Appeal to authority - rather, misplaced authority.
12. Negative proof.
13. Attacking the arguer.
14. Either/or or false assumption.
15. Special pleading - what about the bad effects? These have to be accounted for in the argument.
16. Negative proof.
17. Irrelevant proof.
18. Post hoc.
19. Either/or.
20. Irrelevant proof.
21. Attacking the arguer.
22. Attacking the arguer or straw man.
23. Hast generalization (oversimplification).
24. Appeal to the golden mean.

KEYS TO LESSONS

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Booklet 1

Overview of Lessons

Unit	Lesson	Summary of Lesson	Level of Lesson	Length of Lesson in Class Periods	
Exploration	E-1	Rewrite in logic form	3	½-1	
	E-2	Logic worksheet	3-4	½	
	E-3A	Logic worksheet Chart - Causes of Exp.	1-2	½	
	E-3B	Logic worksheet Chart - Causes of Exp.	3-4	½	
	E-4	Evidence worksheet	3	½	
Colonies	C-1A	Logic worksheet	1-2	½	
	C-1B	Logic worksheet	3-4	½	
	C-2	Logic worksheet Chart - Compare Colonies	4	½	
	C-3	Evidence worksheet	2-3	½	
	C-4	John Smith problem	2-3-4	1-2	
	C-5A	Salem Witchcraft problem	2-3	2-5	
	C-5B	Salem Witchcraft problem	4	2-6	
Revolution	R-1	Logic worksheet Chart of Wars	3	½-1	
	R-2	Values worksheet	3-4	½	
	R-3A	Logic worksheet & rewrite	1-2	½-1	
	R-3B	Logic worksheet & rewrite	3-4	½-1	
	R-4	Evidence worksheet	3	½	
	R-5	Pictures of Lexington problem	2-3-4	½	
	R-6	Debate problem on Stamp Act	3	2-3	
Constitution	CN-1A	Logic worksheet	1-2-3	½	
	CN-1B	Logic worksheet	4-5	½-1	
	CN-2	Values in the Constitution	3	½	
	CN-3	Analyzing an Argument	4-5	½-1	

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Booklet 1

Exploration to Constitution

Chart of Skills

Skills	Exploration					Colonies						
	E-1	E-2	E-3A	E-3B	E-4	C-1A	C-1B	C-2	C-3	C-4	C-5A	C-5B
1. Identifying conclusions	•	•	•	•		•	•	•		•	•	•
2. Identifying main points of longer arguments											•	•
3. Identifying assumptions						•					•	•
4. Identifying types of reasoning		•		•			•	•			•	•
5. Evaluating types of reasoning (by key questions)											•	•
6. Identifying evidence used to support an argument										•	•	•
7. Evaluating evidence					•				•	•	•	•
8. Identifying information which supports or contradicts an argument.			•							•	•	•
9. Identifying fallacies in arguments.				•			•				•	•
10. Identifying unclear or undefined words												
11. Identifying value words		•				•					•	
12. Identifying and evaluating value statements												
13. Using analogies in arguing												
14. Recognizing fact versus opinion										•		
15. Recognizing the author's point of view											•	•
16. Recognizing the author's view of history												
17. Identifying and evaluating references					•						•	•
18. Comparing history with other disciplines (science, literature)								•				
19. Using MARKER or other model to analyze arguments												•
20. Evaluating arguments according to standards of excellence in history											•	•
21. Evaluating films, cartoons, or pictures											•	•

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Chart of Skills

Skills	Revolution							Constitution				
	R-1	R-2	R-3A	R-3B	R-4	R-5	R-6	CN-1A	CN-1B	CN-2	CN-3	
1. Identifying conclusions			•	•			•	•	•			
2. Identifying main points of longer arguments											•	
3. Identifying assumptions							•	•	•	•		
4. Identifying types of reasoning			•	•			•	•	•			
5. Evaluating types of reasoning (by key questions)							•		•			
6. Identifying evidence used to support an argument							•					
7. Evaluating evidence					•		•					
8. Identifying information which supports or contradicts an argument.						•	•					
9. Identifying fallacies in arguments.			•	•			•	•	•		•	
10. Identifying unclear or undefined words												
11. Identifying value words							•			•		
12. Identifying and evaluating value statements		•										
13. Using analogies in arguing	•	•										
14. Recognizing fact versus opinion												
15. Recognizing the author's point of view												
16. Recognizing the author's view of history												
17. Identifying and evaluating references					•							
18. Comparing history with other disciplines (science, literature)	•										•	
19. Using MAKKER or other model to analyze arguments												
20. Evaluating arguments according to standards of excellence in history												
21. Evaluating films, cartoons, or pictures						•						

Explanation of the Lesson Plans

The lesson plans have been written in a set format.

1. Purpose of the Lesson - explains the objectives of the lesson and the critical thinking skills that are taught.

2. Student Preparation for the Lesson - explains what knowledge or skills students must have or may need in order to do this lesson.

3. Introducing the Lesson - describes how to begin the lesson. The emphasis here is on interest. Often, questions are asked about something which is familiar and interesting to the students. This helps students who are concrete operational or preoperational thinkers to better understand the abstract concepts involved in the lesson. (See the section "Levels of Difficulty in the Project" for further explanation of Piaget's cognitive stages). Then the introductory questions are connected to the topic to be dealt with in the lesson.

4. Lesson Options - explains various ways to use the materials. Option A is usually a fairly complete, step-by-step, explanation of the lesson plan. The other options offer alternatives to particular steps in the lesson plan described in option A.

5. Altering the Lesson - explains what level of student the lesson is aimed at, and how to modify it for either higher or lower ability students. This would also allow teachers to individualize the lesson within a class. Wherever there are A and B designations (such as E-3A and E-3B) the lessons are on the same material. The A lesson is always for lower ability students. Within a heterogeneous class the teacher could use the A lesson for the lower ability students and the B lesson for the higher ability students.

6. Troubleshooting - explains possible problems that might arise and gives ideas for dealing with them.

EXPLORATION

E-1 Lesson Plan

I. Purpose of the Lesson:

A. To help students break down arguments into their parts, in this case into premises and conclusions.
B. To help students identify assumptions. This skill will actually be called for in later lessons, but this lesson sets the groundwork for it.
C. To help students understand the difference between a major premise and a minor premise.
D. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson - students should have done the introductory lesson and worksheet for conclusions. These are the first few lessons after the"Guide to Critical Thinking."

III. Introducing the Lesson:

The teacher could start by writing the following argument on the blackboard, "Students in this class receive a fair amount of homework, are taught a lot, and can get extra help if they want it. So, students in this class are treated pretty well." Ask what the conclusion is. Conclusions are found in the "Guide to Critical Thinking." Point out the word "so." Mention that finding the conclusion to an argument is the first, and a very important, step in trying to decide how strong an argument is.

IV. Lesson Options:

A. The teacher could have students pair up and compare answers, and then the class could discuss the answers.

or

B. The teacher could write out the answers on the blackboard,have students write them out, or the teacher could show the answers on an overhead transparency.

V. Altering the Lesson:

A. Level of the lesson - this lesson, while simply laid out, involves abstract concepts from logic. So, it is suitable for above average senior high school (grades 10, 11, 12) students. Honors students could do this lesson without doing the introductory worksheet on conclusions.
B. Making the lesson less difficult - the introduction to the lesson will help, by giving students a familiar example. Nevertheless, some students may struggle with the lesson.

VI. Troubleshooting:

A. You can anticipate that some students will have a hard time understanding how to do this. By pairing students you can get other students to explain it and overcome the problem. If some students still don't understand it after you go over the answers, have them come for extra help, or tell them that they will understand it better after the class does more of these exercises (which they often will, - the repetition seems to help).

E-1 Answer Key

A. Done for them

B.

Historian 1

Premise: The Spanish enslaved the Indians, stole their gold, and made them work in mines.

Premise: (Done on the sheet) Enslaving and stealing from people is bad treatment.

Conclusion: The Spanish treated the Aztec Indians badly.

Historian 2

Premise: The Spanish baptized Aztec Indians, intermarried with them and gave them some political rights.

Premise: Baptizing, intermarrying with, and giving political rights to people is good treatment.

Conclusion: The Spanish did not treat the Aztec Indians that badly.

E-2 Lesson Plan

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.
B. To show students that even in short arguments historians combine several types of reasoning.
C. To get students to think about how to further test hypotheses or arguments (question #6). To get students to see history as a process of interpretation and reinterpretation.

II. Student Preparation for the Lesson:

Students should have done some of the introductory lessons and worksheets which follow the "Guide to Critical Thinking" on value words, conclusions, and types of arguments.

III. Introducing the Lesson:

The teacher could introduce the lesson by having students refer to the five types of reasoning in their "Guide to Critical Thinking," and by going over the examples. This, however, doesn't seem necessary. It might be best to assign it and do it without any introduction.

IV. Lesson Options:

A. Assign the worksheet, have students discuss their answers in groups, and discuss as a class.

or

B. Assign the worksheet and discuss as a class.

V. Altering the Lesson:

A. Level of the lesson - this lesson is aimed at above average or honors students. Average students can do it, but with difficulty.
B. Making the lesson less difficult - the teacher has to decide if there is any point in teaching a particular class the types of reasoning used in history. Many of the other skills can be learned without learning this step in analysis. On the other hand this step is very helpful in analysis of arguments, and with repetition, many average students can learn it. There are other lessons in this unit designed for lower ability students. We recommend using those, rather than trying to modify this worksheet.

VI. Troubleshooting:

A. While honors students like the idea of learning the types of reasoning or arguments used in history, some average students may feel uncomfortable with a combination of answers as in questions 3 and 6. History is complex and it isn't going to change to give simple answers because students want simple answers. A short explanation of this is about all you can do. Just move on to the next question.

B. If a student wants to argue with you about which answer is correct, ask him/her to explain the reasoning behind his/her answer. Then ask if anyone disagrees. At some point explain your answers and then move on. Don't let students gobble up class time by arguing - explain further outside of class.

E-2 Answer Key

A.

1. D "Healthy" makes a judgment of good. If students give another answer ask them to explain how the word makes a judgment of good or bad. "Rebirth" could be considered a value word favorable to the Renaissance since another word, such as "recklessness," could have been chosen.

B.

2. B (II) Point out the cue word "so", if students got it wrong. Have them refer in their "Guide to Critical Thinking" for cue words of conclusions.

3. B The author generalizes about countries which are unified.
   C The author shows that national unity led to or helped cause exploration.
   D The author uses these reasons (defense, internal stability, and resources) to prove that unity allows for exploration. Have them refer to the "Guide" under types of arguments.

C.

4. B II "In this way" could be translated into "thus" or "therefore."

5. B,C,D - Same basic explanation as in #3.

6. You might ask:

   1. How many people's interest was aroused about distant lands, compared to people's interest before the printing press?

   2. How many people actually read these new books? Did the ideas spread basically by books or by word of mouth?

   3. Did important people read these books, or were they affected by people who read the books?

E-3A Lesson Plan

I. Purpose of the Lesson:
A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.
B. To show students one type of reasoning used by historians.

II. Student Preparation for the Lesson:
Students should have done some work on conclusions and maybe on types of arguments (but the latter is not necessary).

III. Introducing the Lesson:
The teacher could introduce it the same way as in E-3B, or just hand out the worksheet and have them start working on it.

IV. Lesson Options:
Same as E-3B

V. Altering the Lesson:
A. Level of the lesson - this lesson is aimed at average to below average senior high school students (grades 10, 11, 12). It starts with a familiar example before moving to a more abstract problem, it uses lower vocabulary, and it uses fewer variables than in E-3B.
B. Making the lesson more challenging - switch to E-3B.

VI. Troubleshooting:
A. Try to keep the lesson short (15-20 minutes). Student interest may wane after awhile.

E-3A Answer Key

1. So, it was the lack of political unity which was the main cause for Italy not to explore.

2. The Crusades were supposed to make countries want to explore. But Italy was affected by the Crusades and didn't explore. It couldn't have been very important.

3. Same reasoning as #2.

4.

a. Weaken. No, it looks like the candy bars weren't the only difference. The long time running of Bob and Joe could account for them finishing the race.

b.

1. The Italians had a monopoly on the Middle East trade.
2. The types of economic systems of the countries.
3. Climate - geography - ports.
4. Military power - navy.
5. Leadership - personalities. Maybe leaders in Italy were just not interested in exploration when they should have been because of these other factors.

E-3B Lesson Plan

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 76 of the teacher's guide.
B. To show students the various types of reasoning used by historians.

II. Student Preparation for the Lesson:

Students should have done some work on conclusions, types of arguments, and fallacies either on previous worksheets in this unit or on the introductory worksheets.

III. Introducing the Lesson:

The teacher could begin by asking students why Italy, which was one of the dominant countries in Europe at the time of exploration, had no colonies in the New World. Why didn't Italy explore if she was so powerful and rich?

V. Altering the Lesson:

A. Level of the lesson - this lesson, because of the vocabulary and concepts, the number of variables involved (there are too many for preoperational or concrete operational students) and because of the question on fallacies, is for above average students.
B. Making the lesson more challenging - have students use this argument and their textbooks to write an argument on exploration in which they argue that some other factor that political unity was the most important factor.
C. Making the lesson less difficult - tell students not to answer questions 2 and 3. Or have students do the worksheet E-3A.

VI. Troubleshooting

A. Some students may have trouble with concepts such as "commercial centers", "surplus capital", "static class system", and so forth. Consider using E-3Ainstead of E-3B to avoid these problems.
B. Students may argue about the fallacy (or fallacies) in question 3. Avoid arguing.

ANSWER KEY

E-3B

1. Conclusion - the last sentence."Then" is a cue word.

2. B, C, D are all correct. The person samples from among the countries which explored or didn't explore in the 15th century onward, and makes a general statement about the most important factor for all the countries. He is talking about the most important factor causing exploration. And he attempts to prove that his factor was most important by eliminating some variables. For example, he says that Italy was affected by the Crusades but didn't explore. This is like the example of Anne and Theresa in the room and you wanted to know who threw the ball and you eliminated Theresa because she had no arms. It also makes comparisons but there are more than two cases, so for our purposes it is not an analogy.

3. A, D. There are other factors which we need to know about (see number 4, below) so it is a hasty generalization. The argument is also based on the assumption that these are the only factors involved, so it is a false assumption. Ask students to explain their answers. The main thing is that they understand your answers. Don't spend a lot of time arguing.

4. Other things you might want to know:
   a. More cases - more countries that explored and didn't explore. That is, a bigger sample.

   b. Something about the Italian city-state monopoly on Middle East trade. Thus, Italy had less reason to explore.

   c. Types of economic systems.

   d. Religions.

   e. Climate - geography - ports.

   f. Military power - navy.

   g. Population size/density - demography.

   h. Urbanization.

   i. Leadership - personalities.

   j. Agriculture - industries.

   Students have suggested many other items left out. Ask them how good the argument looks now.

E-4 Lesson Plan

I. Purpose of the Lesson:

A. To develop students' critical thinking skills as shown on the chart on page 76 in the teacher's guide.
B. To have students critically analyze a short piece of evidence.

II. Student Preparation for the Lesson - students may have done the introductory lesson and worksheet which follow the "Guide to Critical Thinking," but this is not necessary for honors students.

III. Introducing the Lesson:

Ask students what evidence is. Have them refer to the "Guide to Critical Thinking" if they don't know. Evidence is statements by witnesses, written documents, or objects. Ask students how they know whether to believe evidence. Ask students what an inference is, and have them refer to the "Guide to Critical Thinking."

IV. Lesson Options:

A. Assign the worksheet, have students discuss their answers in groups, and discuss as a class.
or
B. Assign the worksheet and discuss as a class.

V. Altering the Lesson:

A. Level of the lesson - this lesson is aimed at average to above average students. Lessons on evidence tend to be easier than lessons on logic, but this one is harder than other lessons on evidence.

VI. Troubleshooting:

A. Some students may have trouble with inferences. Several familiar examples may help: 1. "You're happy today (inference); I could tell by your smile (observation)." 2. "That woman is religious (inference). She carries a Bible with her (observation)." An inference is not something you can see, hear, or touch - it can't be observed. It is a conclusion which goes beyond the evidence, or observation.

E-4 Answer Key

Check list	Yes	No
1. Frame of reference leads author to distort?	European vs Indians	
2. Reason to lie or distort?	May be justifying his actions for the King and Queen. On the other hand, no one may be reading	
3. Public document? Convince someone?		
4. Poor position to observe?		
5. Secondary source?		
6. Written long time after?		How long is a long time after
7. Only document to this event? Only with this point of view?		
8. Forgery?		Not that we know of.

B. Inference:
   1. A race of people very poor in everything (inferred from no clothing).
   2. Made them so much our friends (inferred from gifts, smiles, etc.)

C. How good?
   The author's frame of reference (European) limits what he sees, since he has virtually no understanding of Indians. Further, he may have reason to justify his own actions. It is the only source we have on this event, so we need to look for others.

D. Further check this document:
   1. Get other documents on this event (statements by crew; view by Indians).
   2. Check to see whether Columbus was a generally reliable observer or prone to exaggeration or distortion (especially in his journal). If he lied elsewhere, we would have reason to suspect this document.
   3. Check to see if there is any record of an exchange of goods between whites and Indians.
   4. Check the area of the landing for artifacts to verify other parts of what Columbus wrote.
   5. Check to see if Columbus' journal was authentic.
   6. Check to see if Europeans in general were prone to distortion in their early contacts with Indians.

COLONIES

C-1A Lesson Plan

I. Purpose of the Lesson:

To develop student's critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

This sheet is meant to reinforce the skills of finding conclusions, identifying assumptions, and identifying value words. Students who have done worksheets on these skills previously still may need to be reminded of how to do them and of where these are located in the "Guide to Critical Thinking." If the worksheets have not been done, it is recommended that students at least do the introductory worksheets in the "Guide" for these skills.

III. Introducing the Lesson:

The teacher could start by saying, "The Central School is a better school than our school because it has more students." What do you think of this? When students respond, get them to see that their criticism has to do with the view that more students equals a better school. Ask them what this is called. Write "Assumption" on the blackboard. Remind them of what it means. You could also ask students what the conclusion of the argument is, and what a value word of the argument is.

IV. Lesson Options: Students do the worksheet and the class discusses the answers.

V. Altering the Lesson:

A. Level of the lesson - aimed at average or below average senior high school students.
B. Making the lesson more challenging - Use C-1B.

VI. Troubleshooting:

If need be, write your answers out in logic format (as shown on the answer key) to explain them.

C-1A Answer Key

1. A Cue for premise.
"Because" it will make your hands look younger.
∴ You should use Softglow Lotion.
(or Softglow is a good product, worth buying).

You may get some disagreement. Just ask them if they understand how you got your answer and go on to the next question. Or ask: "What is he trying to convince you of?"
(Buy softglow)

2. C It will make your hands look younger.
(Missing) Young-looking hands are worth having.
∴ Use Softglow.

Assumption = missing premise.
Only if this assumption is true does the conclusion make sense.

3. B "Because" is a cue word for a premise.

4. C More people were killed in the Revolution.
A war in which more people are killed is more important.
∴ The Revolution was more important.

Notice that the assumption pulls one part from the premise and one part from the conclusion and combines them in a general sentence ("A war," "Wars in which"). Thus, an assumption is a connector between a specific premise to a conclusion (it connects, for example, more people being killed with importance).

5. A "Because" for premise.

6. B Right makes a judgment. It was a "good" decision.
Religion could also be used to make a judgment, but not in this sentence.

C-1B Lesson Plan

I. Purpose of the Lesson:

To develop student's critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson: Students should have done work on conclusions, assumptions, types of arguments or reasoning, and fallacies.

III. Introducing the Lesson:

The teacher could start by saying. "What do you think of this argument? Since Pete has stopped using deodorant his grades have gone up from C to B. He should continue not to use deodorant." After students give their responses the teacher could have them find the conclusion or write the argument in logic form. (Pete's grades went up after he stopped using deodorant. Therefore, it's the halt in using deodorant which caused the grades to go up). Students will probably say that the argument is crazy-there's no connection between deodorant and grades. Point out that that is what correlation as cause or post hoc arguing is. Have them look at the examples of these types of fallacies on page 4 of the "Guide to Critical Thinking."

IV. Lesson Options: Students do the worksheet and the class discusses the answers.

V. Altering the Lesson:

A. Level of the lesson - aimed at above average senior high school students.
B. Making the lesson less difficult - Use C-1A instead, or skip the question on assumptions. Or you could first go over the introductory lesson and worksheet on assumptions in the Introduction to the unit (after the "Guide"). Or only do a couple of the questions and focus on those few alone.

VI. Troubleshooting:

A. You might get several possible answers for #2. Ask students to give reasons for their choices of assumptions.
B. Some students may tire of this type of lesson. Try to keep it short.

VII. Divergent Thinking from the Lesson:

Have students find or make up other examples of post hoc reasoning.

C-1B Answer Key

1. B

   Write the argument on the blackboard:

   Premise - Softglow gives you young-looking hands.

   Premise - Young-looking hands are worth having.
   (Assumption)

   Conclusion - Therefore, use Softglow.

2. Young-looking hands are worth having (or something like that)

3. C Point out to students that the conclusion is not stated.

4. A Point out the cue word "like."

5. The cases are not similar. Point out that, as it says in the "Guide," this is the key question to ask about analogies.

6. A (I) "Because" is a cue for a premise.

7. C It has aspects of (D) proof and (B) generalization, but cause and effect is best.

8. P_1 - Before command Br. losing

   P_2 - After command Br. winning

   C - Pitt key to victory - he caused it

9. B Once the students write out the argument (#9) some of them should see the error. Have them refer in the "Guide" to the section on fallacies, under cause and effect, "Correlation as Cause" or "Post Hoc."

C-2 Lesson Plan

I. Purpose of the Lesson:

To develop the critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

This lesson is like E-4. Students who did E-4 should have the skills to do this lesson. The lesson may go better if the students have read something about the Spanish, French, and English Colonies.

III. Introducing the Lesson:

Ask students why they think that the English colonies succeeded while the Spanish and French colonies didn't. After a few guesses, tell them that they're going to be reading an argument about this question.

IV. Lesson Options:

Students do the worksheet and the class discusses the answers.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students, if they've done work with these skills previously.
B. Making the lesson more challenging - have students rewrite the argument according to their points of view about why the English colonies grew while the Spanish and French colonies declined.
C. Making the lesson less difficult - don't do questions 2 and 3. These are the most difficult questions.

VI. Troubleshooting:

A. Keep the lesson short and don't argue. You'll get some differences in answers, but you should allow for discussion.

C-2 Answer Key

1. Conclusion - We can see, then, that countries which are Protestant and allow political freedom for their colonists will more likely have their colonies succeed.

2. B General statement derived from similar cases (colonizing countries). It is also reasoning by analogy - noting similarities and differences.

3. C The sample of colonies is small. Have students explain their choices, but don't spend too long on the question.

4. List what you'd need to know to strengthen:

   A. More cases!
   B. Geography
      Climate
      Social Structure at home
      Social structure in colony
      Economic system
      Economy in general (GNP, etc.)
      Political system at home
      Wars/enemies/military
      Naval power
      Reasons for settling
      Technology in colonies
      Time frame of 3 colonies
      # of settlers/demography

5. No. Essential difference of history and science. One difference is that in science an experiment can be repeated to verify a theory, while in history it cannot be repeated. Nevertheless we can learn a great deal from these kinds of comparisons. We can see, for example, that being kind to Indians does not seem to be an important factor in whether or not a colony succeeds.

C-3 Lesson Plan

I. Purpose of the Lesson:

To develop students critical thinking skills as shown on the chart on page 76 of the teacher's guide.

II. Student Preparation for the Lesson:

Students would be better off having done the introductory lesson and worksheet on evidence, although it isn't necessary.

III. Introducing the Lesson:

How do you know whether to believe someone? Refer students to E-4. Remind them of the criteria for judging evidence.

IV. Lesson Options:

Read and discuss

V. Altering the Lesson:

A. Level of the lesson - aimed at below average senior high school students.
B. Making the lesson more challenging - (With more advanced students). It is best to pick up evaluation of evidence in other lessons.

VI. Troubleshooting:

A. Some students may have trouble with the terms for evaluating evidence, such as primary vs. secondary. To avoid this problem you could go over these terms before doing the worksheet.

C-3 Answer Key

Answers to some of these questions may disagree. Just have students explain their answers,and then you can explain your answers. It's not worth getting into a long debate. The main goal is to get students to think about the worthiness of evidence.

A. 1. No reason to lie that I can think of. Europeans in the 17th century had little reason to show Indians, who had been their enemies in this case, as being good.

2. Public - he hopes it would be printed in England.

3. Primary - he was there.

4. It seems reliable that Indians gave them food. It is his opinion that God caused the Indians to give them food. Since this can't be verified, it is unreliable on this point. Therefore, the reliability of evidence varies depending upon the questions you ask of it.

B. 1. Yes, she had a reason to lie.

2. Primary - she was there.

3. No other evidence supporting her view.

4. Freda's evidence is not reliable.

5. You could check on it further by:

a. Asking George (comparing it to other evidence).

b. Asking any other eyewitnesses (11)

c. Do Freda or George have a history of lying? (checking the reliability of the authors of evidence.)

d. Has Freda started most of the fights in the past? (checking the consistency of the event under question.)

There are others which students might suggest.

Write this acronym on the board for evaluating evidence:

P - Primary or secondary?

R - Reason to distort?

O - Other views supporting this view?

P - Public or private?

C-4 Lesson Plan

I. Purposes of the Lesson:

A. To show students that historians do not always agree.
B. To show students the types of reasoning that historians use to arrive at their viewpoints.
C. To increase student's interest in history by having them discuss an interesting problem.
D. To develop students' critical thinking skills as shown on page 76 of the teachers guide.

II. Introducing the Lesson:

The teacher can start by asking if anyone knows anything about John Smith or Pocahontas. When someone mentions the rescue incident the teacher can ask the class how we know that it actually happened.

III. Lesson Options:

A. The teacher could give historian A only, and discuss it. Are the students convinced by this argument? Then the teacher could assign historian B, and discuss it.

or

B. The teacher could give both readings at the same time and discuss the problem. Did the Pocahontas rescue actually take place?

or

C. The teacher could have the students debate the topic; half the class taking historian A's viewpoint, and half taking B's viewpoint.

or

D. The teacher could have the students just read the evidence and relevant information, without the historian's viewpoints, and have the students decide what they think.

or

E. The teacher could have the students work in small groups on the problem. Each group could decide whether the rescue took place, list 4 reasons for its decision, and report its decision to the whole class.

IV. Altering the Lesson:

A. Level of the lesson - this problem is suitable for average students in senior high school (grades 10,11,12). It involves a number of variables and some of the reasoning is complex and abstract. On the other hand, the problem should be of interest to students and much of the reasoning is already explained in the two historical viewpoints.

B. Making the lesson more challenging - for more advanced students the teacher could have the class write out five reasons for what they decide. This could be done instead of having students fill in the question sheet (the question sheet provides structure which more advanced students may not need). The discussion of the problem should move along more quickly and more connections should be made between different pieces of evidence. (The teacher can look at the question sheet and answer key for ideas of focus questions for a discussion).

In addition, the teacher could have students look at the types of reasoning used by the two historians. Most of the two readings is simply proof arguing (evidence and counter evidence is presented), but the first and second paragraphs of historian B are examples of debating. The teacher could ask the students which of the five types of reasoning this is. If no one knows, have students refer to the five types listed in the "Guide" and have them do the work-sheet on types of reasoning in the introductory section to this unit. Point out the cue words here "These historians argue..." and "But they're wrong."

C. Making the lesson less difficult - for slower students this lesson may be too abstract and complex. To alter it the teacher could:

1. Introduce the lesson with a familiar (concrete operational) example. "Suppose your friend told you something important. What might cause you not to believe him/her?" Discuss - list reasons on the board. "This is the same problem we face in deciding whether to believe people's stories in history." Then introduce the Pocahontas rescue as outlined above. Keep referring back to familiar examples during the discussion.

2. Focus on only one aspect of the problem. "Why did Smith not mention the rescue in 1608, but he did in 1624?" The material on the Turkish wars might be skipped, unless the students bring it up.

3. Have students summarize the factual parts in the problem first. Then ask about what the historians disagree. Then ask why they disagree.

4. Do the lesson for 15 or 20 minutes instead of the whole period. This lesson may keep student's interest for a whole period, but if they begin to tire of it we think that it is best to go on to something else. You are asking them to think, and they may not want to think. In that case, small doses of thinking is appropriate. Why let resistance mount? When students start saying "Who cares whether she rescued Smith?" and "Why do we have to keep talking about this?" that may be a cue to move to another topic.

V. Troubleshooting:

A. Some of the possible problems with the lesson are mentioned in the section above (Making the lesson less difficult). If the students are perplexed and frustrated, focus on one point and discuss it. If you're getting resistance or seeing boredom, keep the lesson short.

B. Dead ends in discussion - if the discussion is dying, refocus it by asking a new question (see the question sheet and answer key). On the other hand, it may be time to stop the discussion. If the students worked in groups they may have learned a great deal without your knowing it.

C. Arguments - try to avoid arguments with students. You can do this by asking the student to state reasons for his/her choice. Another technique is to ask if everyone in class agrees with an answer. This way students will learn from each other and will not be arguing with the teacher as much.

VI Shortening the Lesson:

As mentioned in the section on making the lesson less difficult, the problem can be shortened by focusing on only one aspect of the case.

C-4 Answer Key

Historian A

1. D

2. Many could be selected. Point out that the numbers are called footnotes and that they usually refer to evidence to support an argument. Ask each student to explain why his/her choice is evidence - is it a statement by a witness, a written document, or an object? This has to be repeated several times before many students remember it.

3. Consistency of a witness. You can remind students of the boy who cried wolf. Do the students believe people who lie to them all the time? Should they?

4. These stories may indicate that Smith really liked the idea of being rescued by women, and that he made up the Pocahontas story, too. Ask the students if they think it is realistic for one person to be rescued by beautiful women so many times (a theoretical question, to be sure!).

Historian B

5. Main point:
Pocahontas probably did rescue John Smith. "Smith was not a liar," is a support argument to prove the main point.

6. See the answer for question #2.

7. Corroboration. (other view saying the same thing). You might want to have the whole class turn to the section on evidence in their "Guides." If you have done an evidence problem already remind the students of the four main criteria for judging evidence - P (primary vs. secondary) R (reason to distort), O (Other reports saying the same thing) P (public vs. private).

General Questions

8. The details are different (Powhatan lying in the first, but not in the second). May show inaccurate reporting by Smith, although this and other discrepancies seem minor.

9. The information points in this direction

	Tends not to show	Tends to show	Explain
#1	✓		Why wouldn't someone who knew report such a significant event as the rescue?
#2		✓	This casts some doubt on the reporting of his capture in True Relation (evidence1). If the Indians killed two men with Smith why would they suddenly be friendly with Smith? Also, if two of Smith's companions were killed,

C-4 Answer Key

	Tends not to show	Tends to show	Explain
#2 concluded			then it is more likely that Smith himself was going to be killed, as he reported in the Generall Historie (evidence 2).
#3	✓		This story came after True Relation but before Generall Historie. It shows the possibility that Smith made up the Pocahontas story after hearing, and liking, this one.

C-5A Lesson Plan

Salem Witchcraft

This lesson is actually more like a unit. It involves a number of viewpoints, along with some related activities. We have found this unit to be one of the most interesting to our students in U.S. History. We recognize, however, that some teachers will feel too constrained by time to spend 1 1/2 weeks on the unit. There are suggestions below to cut the unit down to two class periods.

I. Purpose of the Lesson:
See the next section, "Goals."

II. Student Preparation:

A. Students will need some preparation in the skills involved in this unit, especially on finding assumptions and recognizing types of reasoning. Whether a teacher will have previously done some of the worksheets from the exploration (E-1 to E-4) or colonies (C-1 to C-4) units is left up to him/her.

B. Some preparation on colonial society in New England would be helpful, but we do not feel it is essential. Some knowledge of the witchcraft trials also might be helpful, but we have tried to overcome this through the overview. We feel students will learn about the trials through the opposing historical viewpoints.

III. Introducing the Lesson:

A. Use the introduction sheet for the C-5A lesson on p. 45 of the student booklet. This sheet uses a familiar example of teenagers being accused today to get students started on the witchcraft trials.

B. Use the Lesson Plan sheet for C-5A on p. 109 of the teacher's guide.

C. Introduce it another way, or give the overview and readings for homework without any introduction and ask students the next day what happened.

IV. Lesson Options:
There are many ways to use these materials. Below are several suggestions. We leave the decision to the teacher. Option 1 is the basic format of the unit and is explained further in the section "Lesson Plans."

Option 1 - Go straight through the unit: Introduction, overview, relevant information, points of view (Historians A,B,C,D), question sheets for the historians, new information, film "The Witches of Salem" (produced by Learning Corporation of America) and worksheet for the film, new point of view (Historian E) and question sheet, worksheets for essay, essay on Salem Witchcraft. (Explained further on the sheet "Lesson Plans").

Option 2 - Do not use the worksheets for the historians. Have students read the historians' arguments and then discuss them in class. You might have small groups write a report of which viewpoint is strongest and why, or a report analyzing one assigned viewpoint. (See C-5B for a worksheet for analysis.)

Option 3 - Add Historian H and the worksheet for it from C-5B. This is a popular interpretation of the hysteria and will provide more balance to the views already presented to the students. Many average students will be able to understand it, if parts of it are explained by the teacher.

Option 4 - Have students defend a particular point of view in a debate, either as a whole class or in groups (i.e. 3 against 3). This could be done in one or two classes.

V. Altering the Lesson:

A. Level of the Lesson - aimed at average senior high school students.

B. Making the lesson less difficult - Skip Historian E and skip the questions about assumptions and types of reasoning. Spend more time on the film "The Witches of Salem."

C. Making the lesson more challenging - do C-5B instead. Or you could use one or more of the viewpoints from the C-5B materials, especially Historian H's viewpoint, as was suggested in lesson Option 3, above.

VI. Troubleshooting:

A. We have found this unit to be highly interesting to students, even students who are normally hard to motivate. Students have been interested in the unit up to eight classes, but there is a limit to how long the analysis can go on. The film has been especially popular and many students have been surprised by the idea that a film can be making an argument or showing a point of view.

B. There might be some problems with the assumptions or types of reasoning questions.

C. One problem with the unit is that Historian E's (Chadwick Hansen's) argument is longer and has more evidence included than do the other viewpoints. Thus, the way the unit is written may unduly sway students toward Hansen's viewpoint. Some of the contradictory information provided and the analysis sheet for Historian E may help correct this. You could also overcome this by not doing Historian E or by adding Historian H. Actually, the film, if you use it, is also a powerful argument to high school students and Historian E provides contrary evidence to the film, especially about Bridget Bishop.

The best way to deal with this problem is to tell students that everyone has a point of view, including the authors of these materials. They should be aware of all persons' biases and use critical thinking in deciding their own points of view.

VII. Shortening the Lesson:
You can shorten the unit by skipping some of the materials and simply discussing the four or five basic viewpoints. You can skip the worksheets for the historians, the new information sheet, the film, and the essay.

VIII. Going into More Depth:

A. Have students research the hysteria further. Several collections of records by Boyer and Nissenbaum are suggested in the section on sources on p. 135 of the teacher's guide.

B. Have students read The Crucible by Arthur Miller.

C. When students have completed the unit, have them compare what they know with accounts of the witchcraft trials given in textbooks.

Sources on Salem Witchcraft

Below is listed who the various historians actually are. The summaries significantly change some of the arguments, so the authors listed should be thought of as having similar arguments to the summaries. The full citation for each historian is given in the section on sources for C-5B on P. 135 of the teacher's guide.

Historian A - Winfield S. Nevins and Robert Calef

Historian B - Made up by the author.

Historian C - Charles W. Upham and Thomas Hutchinson

Historian D - Mary K. Matossian and L.R. Corporael

Historian E - Chadwick Hansen

C-5A LESSON PLAN

SALEM WITCHCRAFT

GOALS

The goals of the unit on the Salem Witchcraft Trials are:

1. That students will be more critical of what they read. That students will not simply accept whatever they read as "The Truth."

2. That students will be able to identify which parts of an argument are:

   A. Value words
   B. Assumptions
   C. Main point
   D. Evidence

3. That students will understand that the discipline of history has standards, that they will learn what one standard is in regard to evidence, and that they will evaluate points of view relative to that standard for evidence.

4. That students will be able to pick out the point of view of a film.

5. That students will increase their interest in the Salem Witchcraft Trials.

6. That students will be able to recognize which data proves or disproves a hypothesis.

7. That students will be able to recognize types of reasoning used by historians.

8. That students will see that history is not a static body of truth but rather a process of interpretation (formulation of hypotheses) and reinterpretation. This is the objective of the worksheet "Suppose You Found New Information." Students will have read several interpretations by this time and will have formed a hypothesis about what actually happened. With the new information, they may have to reassess their hypothesis.

C-5A LESSON PLAN

SALEM WITCHCRAFT

LESSON ORDER

I. Introduction - use introduction sheet.

II. Overview - use overview sheet.

III. Points of View:

A. You might want to give the students the introduction sheet for questions for historians (about the report on the hockey game) which helps clarify what evidence is.

B. Give "Revelant Information" sheet, Historian A sheet, and questions for Historian A. Discuss questions.

C. Same for Historians B, C, D.

IV. Suppose you found this new information? Give the students the sheet and discuss their answers. The purpose of this worksheet is to get students to rethink their hypothesis and to see that this is the normal process of how historical interpretations are formulated.

V. Film "The Witches of Salem." Give the students the worksheet, go over it, show the film, and discuss it.

IV. New point of view - Historian E and questions.

IIV. Field trip? Guest speaker?

VIII. Have the students write a paragraph explaining what they think caused the Salem witch hysteria. They are to state a point of view (and put a star in the margin next to it), and give two sub arguments to support that point of view (and underline the two sub arguments). You could start by showing them an outline of one of the points of view (see outline sheet p.63). Then they could make up an outline,then write the paragraph.

C-5A ANSWER KEY

SALEM WITCHCRAFT - INTRODUCTION

Why might the five kids accuse you?

1. They are on drugs.
2. They really believe you did it.
3. They want to get even with you for some reason.
4. They are bored - - they want some excitement.
5. They saw you steal the car - - you really did steal it.

Why might the adults believe them?

1. Adults don't like you, they want to get you.
2. Having you sent to jail will help some adults in some way. For example, the police commissioner might be able to say he's cracking down on juvenile crime.
3. The adults are upset about something else going on in town. Their being upset causes them not to judge you fairly.
4. The evidence showed that you stole the car.

C-5A ANSWER KEY

QUESTIONS FOR HISTORIANS - INTRODUCTION

FRUMPTOWN ICE VICTORY

This worksheet uses a familiar example to clarify what evidence is. It can be skipped if students already understand evidence.

1. C

2. A Judges as good.

3. C Statements by a witness. This doesn't mean it is good evidence - - just evidence.

4. Yes. It doesn't support the main point, but it is evidence because it is a statement by witnesses.

RELEVANT INFORMATION

LESSON PLAN

Read all of the relevant information out loud to the class. Make sure that the students understand that #1, 4, and 5 show that these ministers opposed the Trials to some extent.

In #1, Mather felt that innocent people were being found guilty on insufficient evidence. Also in #4 and 5, the ministers felt evidence was being allowed in court which shouldn't have been allowed.

Or just tell students to read over the relevant information and to keep it in mind when they're evaluating the viewpoints.

C-5A ANSWER KEY

HISTORIAN A

1. B The first sentence is a general introduction. All the other sentences are related to the clergymen being the main cause of the Trials and executions.

2. 1, 4, 5 "Related to" may cause some confusion. Which of the givens tend to prove or disprove historian A's argument?

Relevant Information	Prove	Disprove	Irrelevant	Explain how it proves or disproves
#1		X		Shows a minister tried to stop the trials
#2			X	
#3			X	
#4		X		Shows a minister tried to stop the trials
#5		X		Shows a group of ministers tried to control the trials.
#6			X	
#7			X	

3. C No proof is put forward that the accused should not have been killed.

4. D There are not statements by witnesses, documents or objects in historian A's argument.

5. C or D This question is mainly to elicit their opinions. Discuss their answers. It is important to point out, however, that this view is not strong because no evidence is offered to support it and that some significant evidence weakens the argument.
It is still possible that this view is correct (the clergy may generally have encouraged the Trials, but criticized the evidence to protect themselves) but it isn't proven with this argument and its lack of evidence.

C-5A ANSWER KEY

HISTORIAN B

1. C

2. Evidence related:

   1. #2
   2. #3
   3. #6

   Prove or disprove:

   1. Prove
   2. Disprove
   3. Disprove

3. D

4. C The only answer which meets the test of evidence - it is a statement by a witness.

5. C Historian B presents only 2 cases of disputes out of the many cases in the Trials. It's a very small sample.

6. C Discuss their answers. This argument is stronger than A because some evidence is presented. However, only two examples of disputes are offered, as discussed in number 5. Also, several pieces of relevant information contradict the theory.

C-5A ANSWER KEY

SALEM WITCHCRAFT

WORKSHEET - SUPPOSE YOU FOUND NEW INFORMATION

I. Suppose you were a historian and you found the following information on the Salem Witchcraft Trials. Write down to which view each piece of information would relate and then write how it would affect that view (would it strengthen it or weaken it?). The first one is done for you.

Suppose you found:	View it relates to	Strengthens or weakens it?
1. A letter by a group of clergymen stating that they oppose the trials.	Historian A	Weakens - shows that clergymen tried to slow down or stop the Trials.
2. In outbreaks of ergot poisoning in Europe, everyone who ate rye bread in a family got the symptoms of ergotism, not just a few teenagers.	Historian D	Weakens - Why didn't everyone in some families go nuts in Salem then instead of just the teenagers?
3. Numerous 16th century English people afflicted with the same symptoms as the Salem girls later confessed that they had faked the convulsions.	Historian C	Strengthens-shows girls' motive for accusations may have been boredom.
4. One of the afflicted girls said at one point to the judges in regard to her accusations "I must have some sport (fun)..."	Historian C	Strengthens-shows boredom may have been a motive.
5. George Jacob was accused of witchcraft and hanged on Aug. 19. Previously he had had a disagreement with Nathaniel Putnam about several horses which Mr. Jacob may accidentally have caused to drown. The Putnams were one of the leading families on the side of the accusers.	Historian B	Strengthens-shows one of the accusations may have been because of a dispute.

II. Evidence evaluation:

For evidence #4:

1. Does the author have a reason to distort (yes or no)? _____
2. Is it a public or private statement? _____
3. Is it a primary or secondary source? _____
4. Is there other evidence (witnesses or statements) which report the same information? _____

C-5A ANSWER KEY

SALEM WITCHCRAFT

WORKSHEET: SUPPOSE YOU FOUND NEW INFORMATION?

II. Evidence evaluation:

A. For evidence #4:

1. Does this author have a reason to lie (yes or no)?
No - It makes her (the author) look bad.

2. Is it a public or private statement?
Public

3. Is it a primary or secondary source?
Primary

4. Is there other evidence (witnesses or statements) which report the same information?
No

Ask, overall, how reliable evidence #4 is.

C-5A Answer Key

Historian C

1. A

2. E

3. #7 Prove. It tends to make this argument more plausible by showing that a similar episode (a witchcraft accusation) had a similar cause. You might want to point out the analogy reasoning involved.

4. B or C. Discuss their answers. No real evidence is presented. The relevant information supports it mildly. Also, experiences with being bored and doing things for excitement will provide support for the argument with some students. Personal experience is a limited but valid way of evaluating arguments.

C-5A ANSWER KEY

HISTORIAN D

1. C A and B are sub arguments of the main argument. D is not an argument related to either of the questions on the witchcraft trials (see p. 45 in student booklet).

2. B Diaries are documents. Letter A would be evidence if it were changed to, "the trial records reported that the girls hallucinated."

3. B B is the best answer. A is possible,too, but the argument isn't developed enough to make it very strong. On the other hand, this argument meets the standards of excellence in history better than the arguments by historians A, B or C. The next question relates to standards of excellence in history.

4. D/B Discuss their answers. Were they influenced by their own preconceived notions about the witch trials? Are they unconsciously swayed that if a viewpoint agrees with what they think, that it must therefore be a better argument? These choices are better, because some evidence is offered.

Historian E

C-5A Lesson Plan

If the students have read the viewpoints on the Trials by Historians A, B, C, D and seen the film, then Historian E's argument should make them think. This viewpoint makes the argument that witchcraft really was practiced in Salem and that clinical hysteria (hysteria in the medical sense of the term), brought on by belief in witchcraft, is what caused the tragedy.

What is especially interesting is to compare what Historian E says about Bridget Bishop in paragraph 3 to how Bridget Bishop is portrayed in the film. Why didn't the film mention the puppets? Why do the portrayals of Bridget Bishop look so different?

The thesis that there really were people practicing witchcraft in Salem in 1692 can lead to an interesting discussion of whether witchcraft is ever practiced, and what it shows. Some students have been very skeptical about witchcraft while others have brought up Satanic cults, black masses, and certain rock groups. Students have also been interested in the alleged levitation of Margaret Rule.

C-5A ANSWER KEY

HISTORIAN E

1. A Witchcraft really was practiced in Salem and the people really did believe that witchcraft was being practiced in Salem, so the Trials weren't really that awful. (i.e., historians have criticized them too much.)

2. 1, 5 Both are about the clergy, which Historian E defends in this argument.

3. Prove

4. C No evidence is presented to prove this.

5. A. No
   B. Evidence
   C. Evidence
   D. Evidence
   E. Evidence

6. B is best, maybe A is acceptable. Discuss their answers.

7. E is probably stronger the way I've written it. Discuss their answers.

8. a. B - disprove
   b. A - support
   c. B - disprove
   d. B - disprove
   e. C - irrelevant

9. E "Other historians...."

10. Straw man or none. It is possible that Historian E summarized the other historians' views in an inaccurate or unfair way, but the students have no way of knowing. So either answer is all right. The purpose of this question is to help students to recognize and evaluate the kinds of reasoning used by historians.

    You might want to do the same questioning for the second paragraph, also (it's a sample - how good is the sample?).

C-5A Lesson Plan

Writing an Essay on the Witchcraft Trials

The objective of the two worksheets (pp.63-64 in the student booklet) is to help students to write an essay on the Witchcraft Trials. The first worksheet helps students differentiate between arguments and evidence and between relevant information and irrelevant information. This worksheet may be necessary for some students. We have noticed that some students will write whatever they know about the topic without defending a specific thesis. Students have done this even when we have told them to state a thesis and defend it with three arguments (as in the second worksheet, p. 64). The first worksheet helps them identify what an argument is and how it relates to a thesis (main point).

These worksheets may be skipped, of course, if your students already know how to write thesis-report essays.

C-5A ANSWER KEY

ESSAYS - WORKSHEET

I. 1. A - argument (shows witchcraft really practiced)
2. I - information
3. I - information
4. E - evidence ("Six people said" -- testimony. This evidence can be used to support the argument that witchcraft really was practiced.)
5. E - evidence ("confessed")
6. I - information
7. A - argument (a sign of witchcraft)

II. 1. I - information (doesn't show they were bored. There is a subtle way this could be used as an argument to show boredom, so you might want students to explain their choices on this one.)
2. I - information
3. A - argument (shows why boredom might lead to something like the Trials.)
4. I - information
5. A - argument (same as #3)
6. A - argument (just a restatement of the main argument--it doesn't really support the main argument.)
7. E - evidence (girls "saying" and "acting" is testimony. It could be used to support an argument that the girls were bored or wanted attention, along with #5.)

C-5A ANSWER KEY

SALEM WITCHCRAFT

WORKSHEET - FILM: "THE WITCHES OF SALEM"

(The film was produced by Learning Corporation of America. It is available for rental from many university film libraries).

The film makes reference to the arguments of Historian A (clergymen) and Historian B (disputes). However, the focus is on Historian C's argument (boredom). After watching the film, a person who knew little or nothing about the event would be likely to conclude that the main cause of the witch trials was that the teenage girls in town were bored. Some students might (from Deliverance Hobbs vs. Bridget Bishop) conclude that it was disputes in the village.

Notice that there is no mention of ergot poisoning at all.

The film as an historical argument is not strong. It has no real evidence to back its viewpoint. The interesting thing is that while some students may become convinced that the movie is weak, some of those same students may continue to argue that the best argument is that the girls were bored because the film "showed" it. It might be worth discussing the subtle persuasive powers of films (changes in music, camera angles, character development, etc.).

The parts of the film that the filmmakers could not have known from evidence are inferences. These can tell us the filmmakers' point of view or bias. One part of the film that is inferred is when the afflicted girls look at each other before having convulsions. While there is evidence from the Trial Records that when one girl started having a fit the other girls followed with fits, the idea that the girls glanced at each other before having fits is inferred. It reveals the filmmakers' viewpoint that except for Elizabeth Parris, the girls were not having real afflictions - they were faking. This is a reasonable point of view, but students need to be aware that it <u>is</u> a point of view.

Two other aspects of the film could be discussed. First, the class could talk about the viewpoint of Puritan Society shown in the film. Is this a stereotype of Puritans as "puritanical?" According to the film, for example, why did people accuse Bridget Bishop of witchcraft? Do the students think Bridget Bishop actually wore this type of dress?

The second point to be discussed is the argument by the film that the Witchcraft Trials of 1692 were a turning point in the power of the clergy in Massachusetts.

C-5B Lesson Plan

Salem Witchcraft

This lesson is actually more like a unit. It involves a number of viewpoints, along with some related activities. We have found this unit to be one of the most interesting to our students in U.S. History. We recognize, however, that some teachers will feel too constrained by time to spend 1 1/2 weeks on the unit. There are suggestions below to cut the unit down to two class periods.

I. Purpose of the Lesson:
See the section "Goals " in the lesson plan for C-5A.

II. Student Preparation:
See the student preparation section in C-5A.

III. Introducing the Lesson:

A. Use the lesson plan sheet for the C-5B lesson.

B. Skip introducing the lesson. Give the overview and the readings for homework and ask students the next day what happened.

IV. Lesson Options:
There are several ways to use the materials, as suggested below:

Option 1 - Give the eight viewpoints and have the students fill in the worksheet for them, and choose at the bottom the view they want to defend as the best explanation. The students could then discuss in groups which view is best and why. Or they could discuss the weaknesses in each view. Meanwhile, as a homework assignment, the class could be divided into groups with each group of students allotted one or two historians to analyze according to the MARKER acronym on worksheet A. It would be a good idea with some classes for the teacher to do an analysis of one of the historians in class before assigning this. The demonstration could clear up a lot of misunderstandings with the students.

Option 2 - Same as option 1, but give four of the viewpoints, then give the worksheet "Suppose You Found This New Information?" and have them discuss it, then show the film "The Witches of Salem" and have them fill in the worksheet and discuss it. Then give the last four viewpoints.

Option 2 - Have the students fill in worksheet A for all the historians and have them discuss their analyses in groups. This could be a little tedious and time-consuming.

Option 4 - Have students fill in worksheet B instead of worksheet A. This model of analysis is similar to the one in A, except that it focuses less on types of reasoning and more explicitly on fallacies and language. Use the answer key for worksheet A, since most of the information is the same.

Option 5 - Have the students fill in worksheet C and discuss the viewpoints as in option 1. From those, have the class choose the two strongest views. Divide the class and have the groups debate which of the two views is stronger.

Option 6 - Give two or three of the viewpoints, have the students fill in worksheet C or the worksheets for those historians, and have the students discuss them. This could be done in one or two classes.

Option 7 - Give the viewpoints and have the students fill in the worksheet/questions for each of the historians. Discuss.

V. Altering the Lesson:

A. Level of the lesson - aimed at above average senior high school students.

B. Making the lesson less difficult - do C-5A instead. Also, some of the lesson options above are less difficult than others. For example, using the question sheet for each historian offers more structure for the students, so it is somewhat easier. You might also want to use some of the concrete ideas from C-5A with these more difficult readings.

C. Making the lesson more challenging - choose some of the more difficult lesson options such as option 3 above.

VI. Troubleshooting:

A. This unit holds a natural interest for many students. Consequently, some important skills can be taught through the motivation of the students. Nevertheless, some students may have difficulty applying the individual critical thinking skills collectively to longer readings, even when they have already done worksheets on the skills. This difficulty can be combatted in two ways. First, a clear, step-by-step analysis by the whole class, led by the teacher, can explain a lot of ambiguous points. Second, students working in groups can explain to each other how to analyze certain aspects of the viewpoints. If students have an opportunity to analyze one viewpoint, then see how the whole class did it, then try again on a second viewpoint, they'll develop the technique and the skills.

B. There may be some problems with identifying unstated assumptions. Since assumptions do not seem to be the key points of these arguments, you could skip them or make them optional. Otherwise, you may spend a lot of class time going over some minor assumptions. Some work on assumptions is helpful. A lot of time spent on it is probably not warranted in this unit.

C. There may be some difficulty in recognizing types of reasoning. These problems are dealt with in the lesson plan for worksheet A.

VII. Shortening the Lesson:

A. You can shorten the unit by adopting lesson option 6.
B. You can shorten the unit by skipping some of the viewpoints, or the other activities (such as the film), or all of the worksheets.

VIII. Going into More Depth:

See this section in the C-5A lesson plan, p. 106 in the teacher's guide.

A. Ask:

- "What is the most famous thing that happened in the Salem, Massachusetts area?" or "What do you think of when I say 'Salem, Massachusetts?"

- "Why are the witchcraft trials so famous?"

- "What kinds of questions would you ask about this event?"

- "What kind of reasoning (proof, cause and effect, sample, comparison, debating) should be primarily involved in a study of this event?" (If students have asked how the hysteria came about, the main type of reasoning is cause and effect).

B. Have students read the overview. Have someone summarize back what it says about the trials.

Ask:

- "What questions would you ask if you were a historian?" There are many questions which could be asked. Focus on the questions on the causes of the trials. (1. Why did the girls accuse people? 2. Why did adults listen to and believe the girls? 3. Why did this happen in 1692? 4. Why Salem? 5. Why were there so many people accused and executed?)

C-5B Lesson Plan

Worksheet A

This analysis model focuses more on types of reasoning and relevant information than does the model in worksheet B. You might expect some students to have some difficulty with parts of the worksheet. Below are some suggestion for using the worksheet.

1. Have the class, in groups, try to analyze one viewpoint using this worksheet. Then go over the worksheet as a class, point by point.

2. Main point - the students should be able to do main points.

3. Assumptions - go back over the examples in the "Guide to Critical Thinking" or the worksheet examples on assumptions. Don't spend a lot of time discussing assumptions in the viewpoints, as was discussed in the Troubleshooting section. Expect that some students will have difficulty with this.

4. Reasoning Types - some students may have difficulty in recognizing the types of reasoning. You can help them by reviewing the types of reasoning and going over the worksheet on types of reasoning (IN-7 in the source materials envelope) before doing this worksheet.

   Debating - most students should recognize this in Historians E and H. Refer them to the phrase "other historians....." in the viewpoints if there is trouble.

   Cause and Effect - this shouldn't be too difficult either since this is the main issue of study in the witchcraft trials. What may be difficult is deciding how well the historian explains the connection between the cause and the effect. You could refer them back to the ham sandwich explanation for cause and effect. If Historian #1 explained that bread caused the girl's illness because other people also ate bread and also became ill, that wouldn't be a very good cause and effect explanation. Historian #2's explanation would be better if he/she explained that mayonnaise is what caused the girl's illness because everyone who ate the mayonnaise became ill while those who didn't eat mayonnaise did not become ill (including those who ate ham, bread and everything else), and because poisoning (salmonella) has the same symptoms as those which the girl had.

Sample - some students may have difficulty with this type of reasoning. Remind them of the paper clip demonstration: a general statement ("This is a bag full of paperclips") is made from a sample of the population (a few paperclips are taken out). Tell them to ask themselves, "Is this a sample of many cases?" "Are there cases which this historian does not include?"

Comparison - these are easy to spot, but none are used in these viewpoints.

Proof - this will probably be the hardest for students, because it is not as clearly defined. If evidence is presented, it is the way the evidence is used to prove the conclusions. It is not an analysis of how strong the evidence itself is. If no evidence is presented, proof is the way the historian argues to prove his points, for example, by eliminating alternatives, by negative proofs, or by appeals to authority. Refer students to the proof examples on the worksheet on types of arguments.

C-5B Answer Key - Worksheets for Historians

Historian A

1. B
2. 6,11,12
3. Weaken it
4. Discuss

Historian B

1. C
2. 3,8,10,14
3. #3 and #8 strengthen the viewpoint. #10 and #14 weaken it.

Historian C

1. A
2. Possible weaknesses
   a. There is no evidence of boredom given in the reading.
   b. It doesn't explain why the girls were believed.
   c. Why did this happen in 1692? Weren't teenagers bored at other times?

Historian D

1. D
2. Discuss student questions.
3. a. C
   b. Discuss 5 cases out of 10 original afflicted girls, note the number of qualifying words such as "probably" and "highly likely." These weaken the argument.
4. Discuss

Historian E

1. C
2. Why 1692 for the hysteria if people practiced witchcraft all along?
3. Evidence offered?
   a. (Paragraph 1) - No
   b. (Paragraph 2) - Yes
   c. (Paragraph 3) - Yes
   d. (Paragraph 7) - No, Discuss.

Historian F

1. C
2. B
3. Weakens.
4. C
5. B

Historian G

1. C
2. Most of the evidence doesn't provide much explanation for the hysteria.
   #1 These didn't happen in Massachusetts Colony.
   #2 Puritanism declining according to whom? Who said it was declining? There is evidence that ministers felt they were losing some control but we need a stronger argument here on the topic.
   #3 Massachusetts had the charter back before anyone was hanged.
   #4 The threat from Indians was common.
   #5 High taxes were common.
   #6 The threat from smallpox was common.
   #7 Many of the accused witches lived outside of Salem Village.
3. Discuss.

Historian H

1. B
2. D or E
   D - Important weakness
   With most of the people accused of witchcraft living outside Salem Village, how can the author maintain that the main cause was the political dispute within Salem Village over Reverend Parris?
   E - Minor weakness
   The authors would answer the charge above by saying that the disputes within Salem Village got the trials going, and then the hysteria moved outside the village.

3. Analysis of arguments: Discuss student reasons

#1.	Opinion	Circumstantial. It offers a possible motive, but the maps don't coincide exactly.
#2.	Opinion	It shows a motive to inflame the trials, once the accusations started, but doesn't show why the accusations originated. Sentence VII alludes to this issue, however.
#3	Opinion	So what?
#4	Opinion	Shows motive for the accusations.
#5	Opinion (weakens)	This evidence tends to weaken their theory to some extent as discussed in question 2 above.

C-5B Answer Key

Salem Witchcraft

Worksheet A on Viewpoints

Analysis	Historian A	Historian B	Historian C	Historian D
Main Point	The clergymen were the main cause of the hysteria	Local disputes were the main cause of the hysteria	The boredom of the girls was the main cause of the hysteria	Ergot poisoning was the main cause of the hysteria
Assumptions (Find one - write in the sentence number, if there is one.)	(V, VI) Leaders who speak about a topic are responsible when others go to an extreme on the topic. (VII) Leaders who don't stop a mass event are responsible for its consequences.	(III) People who testify against other people with whom they have a dispute, do so out of revenge, not to actually punish guilty people.	(V, VI) The opinions and responses of adults are a great influence on teenagers in a difficult situation. (XIII, XIX). The girls acted - it was all a fake.	(IX) Teenagers in Salem Village, other than the afflicted, did not eat infected rye bread.
Reasoning Types	A. Cause and Effect B. Proof	A. Cause and Effect B. Proof C. Sample	A. Cause and Effect B. Proof	A. Cause and Effect B. Proof C. Sample
Key Question	A. He provides a motive but does not show the connection. B. No evidence provided. A type of negative proof is put forth. The ministers didn't oppose the trials so they wanted the trials to continue (to gain power).	A. Some connection shown with the two examples, but did they testify because of the disputes or other reasons (see assumption above)? B. Some evidence provided which leads in the direction of disputes. C. A small sample-two cases are presented as support out of hundreds. Is this representative? Could it be special pleading?	A. The boredom cause is plausible, and the connection to how it led to the hysteria is explained. The problem is in the proof of the boredom. B. No evidence is given to prove the essential point that the girls were bored. In fact, contrary evidence that the girls were not faking is presented and it simply is assumed that it was acting by the girls.	A. Correlations are provided but not direct connections or causes. We need to see that those girls and not other girls ate the rye bread, to be better convinced. B. Some evidence of symptoms is provided, but maybe it is evidence of other causes also. It <u>might</u> have been ergot. C. Eight of the girls out of ten are accounted for, but several cases contradict the theory.
Evidence (Write "none" or the specific evidence-evaluate one piece of evidence offered.) (See key question above under proof on whether the evidence proves the point.)	None	(IV) John Putnam-public, no reason to distort, primary, no other evidence. (V) John Bly & wife-public, no reason to say there was a dispute if there wasn't; primary, no other evidence.	None, although several sentences contain information which can be verified.	Much of this is evidence regarding ergot-weather, land conditions, who lived where and ate what, symptoms. It is public, has no reason to distort, is primary and some of it is corroborated.
Relevant Information (Does it tend to strengthen or weaken this theory?)	#6, #10, #11 } weakens	#3, #8 } strengthen #10, #14 } weaken	#17 strengthens	None relevant

C-5B Answer Key

Salem Witchcraft

Worksheet A on Viewpoints

Analysis	Historian E	Historian F	Historian G	Historian H
Main Point	Belief in and practice of witchcraft is the key cause of the hysteria.	The key reason for all the trials was the community's willingness to pick on social outcasts.	The conditions in 1692 set the stage which led to the trials.	Divisions within Salem Village about its relation to Salem Town were the key to the hysteria.
Assumptions	(V) People who confess are guilty. (XIII) People who can make no reply have no defense.	(VI) When society gains from something, it probably did that something in order to get that gain.	(XI) If there are enough unstable conditions, bizarre or unstable phenomena will take place.	(XXVIII) Signers of the petition in 1695 had something to do with the dispute over witchcraft in 1692. (X) If accusers and defenders were on the opposite sides of issues, then the issues caused the trials (or accusations).
Reasoning Type	A. Debating- (I) "Other historians..." B. Proof C. Cause and effect D. Sample (V), (XXVII) E. Comparison (XXXII)	A. Sample (III) B. Cause and effect	A. Cause and effect B. Proof	A. Debating-(I) "Historians of" B. Cause and effect C. Sample D. Proof
Key Question	A. Debating-Point #1 (II) (The other historians assume there was no witchcraft) looks like a straw man (F). B. Proof - the evidence does seem to show that witchdraft was in practice. C. Cause & effect - the connection between the hysteria and the accusations is not clear. So what that many people were witches? Why did they accuse people in 1692? D. Sample (V)-50 people sounds good (XXVI). This could be special pleading.(F) Mather opposed, but others? E. Comparison(XXXII) The contrast seems fair.	A. Sample (III)- what about the other accused people? This could be special pleading (F), The relevant information confirms that nonoutcasts were accused. B. Cause & effect- The connection of why anyone was picked on, outcast or not, is not made. Outcasts live in society at all times. How do they connect to a witch hysteria? Also, in VI,this is post hoc reasoning. Society may have gained - that didn't mean it meant to gain.	A. Cause & effect- There is some attempt in(XII) to show how the unstable conditions led to the hysteria. B. Proof - there is no evidence that these conditions were important factors, or that they were unique to this time period or area.	A. Debating (I) This looks like a straw man(F) since some of the historians here focused on why the adults believed the girls. B. Cause & effect- he does explain how disputes could have caused the accusations, especially in VII & VIII. But he doesn't show that it did. C. Sample-there are many generalizations made. The map generalizations seem to be complete samples but at least one of them(#3) looks like special pleading (F). Why is it drawn like this? D. Proof-The evidence presented seems to show that there were disputes. However there is no proof that the disputes were the reasons for the accusations.

C-5B Answer Key

Salem Witchcraft

Worksheet A on Viewpoints (continued)

Analysis	Historian E	Historian F	Historian G	Historian H
Evidence	(V)There is a reason to distort in the confessions to save their lives. XI-XIII - Pretty reliable; private (puppets weren't meant to be public), no reason to distort, primary, other evidence (other people believed she was).	None - we don't know where this historian got the information on the three accused women.	None - we don't know where this information came from. It could be checked. It probably all did happen.	In fact, in (XXXVII), the authors show the opposite of their thesis. They show here that divisions within the town were not the cause of the trials. (XXVIII)Public, no reason to distort, primary, other evidence of dispute. But no proof that this petition had to do with the accusations.
Relevant Information	# 6, #11, #12 Strengthen Show ministers didn't influence trials. #15 - Weakens - Shows confessions not to be believed necessarily.	#13 Weakens - some were not outcasts.	None relevant.	#14 Weakens - shows it wasn't divisions within the town which caused the trials.

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C-5B Answer Key

Salem Witchcraft

Worksheet C on Viewpoints

Viewpoint	Main Point	Relevant Information Related to this Viewpoint	Weaknesses
Historian A	The clergymen were the main cause of the hysteria.	6, 11, 12	The relevant information weakens this view. The clergymen may have set the tone for the hysteria, however.
Historian B	Local disputes were the main cause of the hysteria.	3, 8, 10, 14	Many of the accusations cannot be accounted for by local disputes.
Historian C	The boredom of the girls was the main cause of the witch trials (and the adults believed their mischief).	17	No evidence is presented of boredom. One piece of relevant information shows boredom probably caused other outbreaks, thus increasing the likelihood here.
Historian D	Ergot poisoning is the key cause of the hysteria.		Much of the argument provides the possibility that ergot was the key, but doesn't prove it. Why was such a small number of girls affected, and not the whole village?
Historian E	Belief in and practice of witchcraft is the key cause of the hysteria.	6, 11, 12 15, 16	The relevant information shows that the ministers may not have been the main cause (this author defends the clergy). He does present some evidence of witchcraft, but he needs more. The confessions are suspect, according to relevant information #15.
Historian F	The key reason for the trials (i.e. why the girls were believed) was the community's willingness to pick on social outcasts.	13	This historian may be guilty of special pleading. One historian says,however, that the accusations originate with social outcasts, but then spread to more responsible citizens, and then die out.
Historian G	The conditions in 1692 set the stage which led to the trials.		This historian doesn't actually prove that these conditions led to the hysteria. He has to show the connections better.
Historian H	Divisions within Salem Village about its relation to Salem Town (and thus over Reverend Parris) were the key to the hysteria.	14	The historians set up a correlation that shows a possible motive for the accusations. At least one map (#3), however, looks like special pleading. Ask the students why the map is drawn this way. Also, there is no sound proof that the political divisions actually caused the trials. We have a correlation, not a cause.

Sources on Salem Witchcraft

1. Historian A - Winfield S. Nevins, Witchcraft in Salem Village in 1692 (Salem, 1916)
   Robert Calef, More Wonders of the Invisible World, 1697 in Narratives of the Witchcraft Cases, edited by G.L. Burr (New York, 1974), pp. 289-293.

2. Historian B - Made up by the author.

3. Historian C - Charles W. Upham, Salem Witchcraft (2 vols. Boston, 1867). in Marc Mappen Witches and Historians: Interpretations of Salem, Huntington, New York, Robert E. Krieger Pub. Company, Inc., 1980 pp. 36-43. Also Thomas Hutchinson The History of the Colony and Province of Massachusetts Bay Vol. II Lawrence Shaw May, editor, 1768 p. 47.

4. Historian D - Mary K. Matossian "Ergot and the Salem Witchcraft Affair," American Scientist, 70: July-August, 1982, pp. 355-357.
   L.R. Caporael, "Ergotism: The Satan Leased in Salem?" Science, 1976, 192 21-26.

5. Historian E - Chadwick Hansen, Witchcraft at Salem (New York, 1969).

6. Historian F - Erik Midelfort, Witch Hunting in Southwestern Germany, 1562-1684 (1972).

7. Historian G - Made up by the author.

8. Historian H - Paul Boyer and Stephen Nissenbaum, Salem Possessed: The Social Origins of Witchcraft (Cambridge, Mass., Harvard U. Press, 1974).

Other Sources:

1. Paul Boyer and Stephen Nissenbaum, The Salem Witchcraft Papers: Verbatim Transcripts of the Legal Documents of the Salem Witchcraft Outbread of 1692 (3 vols.) (New York: Da Capo Press, 1977).

2. David Levin, What Happened in Salem? 2nd Ed., Harcourt Brace, N.Y., 1960.

3. Paul Boyer and Stephen Nissenbaum, Salem Village Witchcraft: A Documentary Record of Local Conflict in Colonial New England, Belmont Calif., Wadsworth Pub. Co., 1972.

4. Burr (cited above).

5. Mappen (cited above).

REVOLUTION

R-1 Lesson Plan

I. Purpose of the Lesson:
To develop in students the ability to use specific cases in history in arguments. To make students aware that specific cases in history can be used effectively in reasoning through generalizations made by others.

II. Student Preparation for the Lesson:
No specific preparation is necessary, but students will have an easier time if they know what a generalization is. Also, students will need to be able to read a chart of information.

III. Introducing the Lesson:

A. Write on the blackboard, "The football team with the better quarterback wins (or 'always wins') the games." Ask students to react to this. At some point a student should suggest a specific case in which the team with the better quarterback lost.

Ask the students where the author of the statement on the blackboard probably got his/her information (from experiences or knowledge of some football games). Ask the students what type of argument this is. Point out that this is a generalization or sample argument because the author bases it on a sample of football games. It is a hard generalization, since it says "wins" or "always wins" the games. Thus, it is disproven by one contradictory case. So whoever gave the specific case knew how to disprove generalizations.

Tell the students that generalizations from history are also disproven by showing contrary cases.

B. When you start the lesson, do question #1 as a class. Have students try it individually. Then go over the chart (what information is contained in it, and how one reads it). Then go over the answer to question #1 as a class and explain how this information was obtained from the chart.

IV. Lesson Options:
We recommend that the first question be done as a class as was suggested above. For lower-ability groups, have the students try question #2 and go over it as a class, also. After students try, individually, to do the whole sheet (possibly for homework) have them work in groups. Students, in groups, can explain to each other how to do the sheet. You can finish up with a class discussion of the answers.

V. Altering the Lesson:

A. Level of the Lesson - aimed at average high school students.

B. Making the lesson more challenging - have students write 2 or 3 generalizations from their study of history so far this year. They can then exchange papers and write in contrary cases.

C. Making the lesson less difficult - start with the two ideas suggested above in the section on introducing the lesson. Also, do fewer questions.

VI. Troubleshooting:
The two suggestions in the section on introducing the lesson may help prevent a lot of possible problems.

VII. Shortening the Lesson:
Only do, or go over, some of the questions.

R-1 ANSWER KEY

AMERICAN REVOLUTION

A. Questions:

1. Why didn't the South win in the Civil War?

2. Why didn't the British win in the American Revolution?

3. Why didn't the French win in the French & Indian War?

4. Why didn't the British win in the American Revolution?

5. Why didn't the British win in the American Revolution?

B. Problems:

There are many problems of definition or meaning. How much larger of a population? How much larger of a navy? etc. One of these factors, if sufficiently large a difference, could overcome many smaller differences.

Also, there are factors not accounted for in the chart. Logistics problems (how far does one side have to transport its troops and supplies compared to the other?) and outside factors (is one side at war with another country also?) are examples left out.

Nevertheless, knowing this information can make one more skeptical of generalizations advanced by historians.

R-2 Lesson Plan

I. Purpose of the Lesson:

A. To develop in students the ability to identify value positions in an argument.

B. To develop in students the ability to critically examine value positions.

II. Student Preparation for the Lesson:
Students should have done the worksheet on values in the introductory section of the "Guide."

III. Introducing the Lesson:

A. Write on the blackboard "We should have capital punishment because it deters crime." Ask students for their reactions to this statement. Eventually someone in class should say (if you analyzed this same argument before in the values section of the introductory lessons) that there is a value position stated. You can then write the value position on the board: "Something which deters crime should be implemented." Then ask what we can do next with this statement. (Raise specific cases - "If we throw all left-handed people into jail, that will deter crime. Should we do that?")

or

B. Write on the blackboard "We shouldn't have school dances because some kids drink at them." Do the same as in A above.

IV. Lesson Options:
Students do the problems individually and then discuss as a class. Or students could discuss their answers in small groups, then discuss them as a whole class.

V. Altering the Lesson:

A. Level of the lesson - aimed at average to above-average senior high school students.

B. Making the lesson more challenging - have the students do the problems on the sheet, plus make up one or two value arguments of their own. Then have students exchange sheets and analyze the arguments in the same way as on this worksheet.

C. Making the lesson less difficult - do the first problem on the blackboard and leave it there for the students to look at when

doing the other problems. Write cues on the board, also. For example, next to values write, "State it in a general way - use words like 'people' or 'governments' or 'countries'."

VI. Troubleshooting:

Some students may not see why they are doing this activity. If you're going to do it, it is important to explain to the students how this skill will help them. The two examples in the section on introducing the lesson show why the skill is important - we base many of our arguments in many areas on value positions.

It is important to point out to students that the strategy of bringing up extreme cases is meant to help both arguers explore the value positions raised. It is not meant to embarrass people, and it can be easily used in the wrong circumstances or in the wrong way. They have to be careful how they use this.

For example, in problem #2 the original position was:

> "When people do not have their protests responded to, they have the right to overthrow the government."

After the analogies were brought up, some people may hold a value position more like:

> "When a majority of people do not have their repeated protests about serious violations of human rights responded to by the government, and when there is no other avenue for changing the government, then they have the right to overthrow the government."

This position needs to be examined further, also, but at least the people holding it have thought more about it than in the original value position.

This goal is important in helping students see that simple, easy solutions don't usually apply to the complexity of life.

1. Taxes:

   Factual - Britain had debt from war.
   - French & Indian War to defend colonists.

   Values - Countries which run up debts to defend their colonies are right to raise taxes to pay off the debts.

   Agree/disagree - Raise analogies? In all cases? Suppose the taxes will cause the colony's economy to collapse, thereby hurting everyone?

2. Unresponsive:

Factual: Britain didn't respond to colonial protests.

Values: People who do not have their protests responded to have the right to overthrow the government.

Agree/disagree: Analogies. In all cases?
Suppose the government is going to build a road and will buy my property but I won't sell. They go ahead anyway. Should I start a revolution?

Suppose I protest sending men to the moon (spending too much $) but the government does it anyway. Revolution?

When is revolution justified? Criteria?
(When most people are objecting? When government is injuring people? When many issues are involved?)

3. Tea:

Factual: Colonists destroyed tea; Britain took stern measures.

Values: When people destroy property (tea?), the government has the right to take stern measures.

Agree/disagree: Analogies. In all cases?

- Should government shoot people who throw rocks?

- Suppose I destroyed a gas chamber in Germany?

R-3A Lesson Plan

I. Purpose of the Lesson:

A. To develop in students the critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation:
This lesson reinforces the critical thinking skills if students have done them previously - conclusions, types of arguments, fallacies.

III. Introducing the Lesson:

A. You could just begin by giving students the worksheet. Or you could write on the blackboard "The most important kids in the school are the jocks. They help the school beat other schools and they're the social leaders in the school."
Write Premise:
Premise:
Conclusion:

on the blackboard and have someone try to write this argument out in logic form - eventually fill it in:

Premise: Jocks help beat other schools and are social leaders.

Premise: People who help beat other schools and are the social leaders are the most important people.

Conclusion: Jocks are the most important people.

Ask the class how good the argument is. Eventually someone may say that no one really can say that helping beat other schools or being social leaders makes someone the most important. Point out that this attacks the second premise which is called a what? An assumption.

B. Review types of arguments

IV. Lesson Options
Students do the worksheet and discuss their answers in groups and/or as a class.

V. Altering the Lesson:

A. Level of the Lesson: Aimed at average senior high school students.

B. Making the lesson more challenging - do R-3B instead.

C. Making the lesson less difficult - do questions 1-6 or 1-9 only. The last questions are more difficult.

VI. Troubleshooting

Some students may have difficulty with types of arguments (eliminating alternatives = proof in this case). If you go over the first argument (A) as a class, the students will better be able to do the second argument (B). The fallacy and rewriting the argument may be difficult, also.

R-3A ANSWER KEY

A. 1. C

2. A It isn't any of the others. It is an Either/or argument. She's eliminated other options down to two, and argued that from those two hers was the only acceptable choice.

3. Opinion - Question her premise that it was <u>either</u> wear your clothes, <u>or</u> not go out.

B. 4. C Either A or B
Not A
∴ B

5. Eliminating alternatives down to two.

6. B The main fallacy is Either/or. These, realistically, were not the only two choices available to the colonists.

C. 7. Premise: The colonists threw tea into Boston Harbor, which destroyed property.

8. Premise: Destroying property is wrong.

9. Conclusion: Therefore, the colonists were wrong.

D. 10. Premise: The colonial merchants organized many protests and used their money to buy weapons to fight England.

11. Premise: People who organize many protests and who use their money to help fight are the key leaders of revolutions.

12. Conclusion: Therefore, the colonial merchants were the key leaders of the American Revolution.

(Notice that the second premise is an assumption.)

R-3B Lesson Plan

I. Purpose of the Lesson:

A. To develop in students the critical thinking skills as shown on the chart on page 77 of the teacher's guide.

B. To help students better understand the logic involved in arguments by having them rewrite arguments in logic form.

II. Student Preparation:
This lesson reinforces the critical thinking skills if students have done them previously - conclusions, types of arguments, fallacies.

III. Introducing the Lesson:
Same as R-3A

IV. Lesson Options:
Students do the worksheets and discuss their answers in groups and/or as a class.

V. Altering the Lesson:

A. Level of the Lesson - aimed at above-average senior high school students.

B. Making the lesson more challenging - have the students write two arguments on the American Revolution that their classmates could rewrite into logic form.

C. Making the lesson less difficult - do R-3A instead.

VI. Troubleshooting
If students have too much difficulty with this worksheet, next time choose an easier (an "A" lesson, such as R-3A) worksheet.

It may be important to explain that rewriting arguments is important to help us understand the logic behind an argument. People who get in the habit of reforming arguments will be better thinkers.

R-3B ANSWER KEY

A. 1. Premise - Those who feel the colonists were not justified would not want to live under British rule

This may be difficult because the argument is stated as a question. Tell the students that when they see a question as part of an argument, they should think of what the author is implying the answer to the question should be. This is because most of these questions are rhetorical questions - the answer is implied. It is the answer which should be written out as part of the argument.

2. Conclusion - Therefore, those people who criticize the American Colonists are wrong. or Therefore, the colonists were justified.

3. Error - Appeal to consequences. Once stated in logic form, the argument looks wrong.

4. E

B. 5. C (B is a premise even though it's almost the same as C).

The argument is:

Premise: Either the colonists had to submit to tyranny or they had to revolt.

Premise: They couldn't submit to tyranny.

Conclusion: Therefore, they had to revolt.

6. D This is an elimination of alternatives type of argument. It is like the argument about one of two girls throwing the ball through the window but one girl couldn't have because she had no arms; therefore the other girl threw it.

7. B These are not the only two choices. For example, some historians feel that working to modify the British Empire was a real option for the colonists.

C. 8. Premise - The colonists threw tea into Boston Harbor, which destroyed property.

9. Premise - Destroying property is wrong.

10. Conclusion - Therefore, the colonists were wrong.
(You might want to discuss how logical this argument is. Only a few colonists threw the tea into the harbor, yet this argument concludes that the colonists, in general, were wrong.)

D. 11. Premise - The colonial merchants organized many protests and used their money to buy weapons to fight England.

12. Premise - People who organize many protests and who use their money to help fight in revolutions are the key leaders of revolutions.

13. Conclusion - Therefore, the colonial merchants were the key leaders of the American Revolution.

(Notice that the second premise is an assumption.)

R-4 Lesson Plan

I. Purpose of the Lesson:

A. To help students to better evaluate evidence.

B. To help students to better recognize inferences and how to use them.

II. Student Preparation:
Before you start the lesson, you could teli students that they will be evaluating evidence, so they should look back at their other worksheets on evidence (E-4, C-3) if they've done those, and at the section on evidence in the "Guide to Critical Thinking."

III. Introducing the Lesson:

A. You could start by asking what evidence is (statements by witnesses, written documents, or objects). Then ask how they know whether to believe evidence. Refer, if necessary, to E-4 and C-3 worksheets.

B. If necessary, explain vocabulary such as "frame of reference," "justify," "forgery," and "inference."

IV. Lesson Options:

A. Students do the worksheet and discuss in groups and/or as a class.

B. One of the test questions for the Revolution Unit is an evidence statement by Major Pitcairn on the battle of Lexington, saying the colonists fired first. If you'd rather not use the problem as a test questions, then you could use it here along with this evidence. The opposing viewpoints of the evidence may heighten interest.

C. Skip the worksheet for the document and ask students what they think of the document. List strengths and weakness on the blackboard.

V. Altering the Lesson:

A. Level of the Lesson - aimed at average senior high school students.

B. Making the lesson less difficult - skip question B on inferences.

VI. Troubleshooting:
Some students may have difficulty with the vocabulary. You can overcome this by explaining vocabulary in advance.

VII. Shortening the Lesson:
Lesson option C will take less time. You can choose which aspects to discuss and then move on to something else.

R-4 ANSWER KEY

A. Checklist:

	Yes	No
1. Frame of reference leads author to distort?	✓	
2. Reason to lie or distort?	✓	
3. Public document? Convince someone?	✓	
4. Poor position to observe?		✓
5. Secondary source?		✓
6. Written long time after?		✓?
7. Only document of this event from this point of view?	✓	
8. Forgery?		

B. Inferences:

1. Going to Concord to seize stores

2. Insulting the inhabitants

C. Value word:

Insulted

D. How reliable is this document?

You'd be foolish to accept it at face value without checking other documents on this event. These people have a definite reason to lie or distort, given their involvement, and this is a public statement. The fact that it is a sworn statement reduces the likelihood of lying, especially since swearing to a statement was taken more seriously in the 18th century than today (the time period is important).

E. The number of people signing this also reduces the likelihood of lying since it's harder to get more people to lie. However, this is not the same as having 34 separate pieces of testimony (#7) (which would be much stronger). These people probably talked together (which is why witnesses are prohibited from talking together), and many are related. So it is closer to a document by one person than by 34.

Thus, though this is an eyewitness account by people who were in a good position to see what happened, that it was written close to the time of the event while memories were still somewhat fresh, and that we have no reason to doubt the authenticity of the document, we should be very cautious in using this evidence.

F. Further check on this document:

1. Get other accounts of what happened on Lexington Green.
2. Check on the accuracy of the factual parts of this account.
3. Check why they submitted a sworn deposition. Did they do this on their own or was an investigation being conducted? If there was an investigation, why was it conducted? Was an overall report issued, and what does it show about the investigators?
4. Check if these men all knew each other well. Why did 34 men submit the deposition?

R-5 Lesson Plan

I. Purpose of the Lesson:
To show students that pictures also have points of view and that they (the students) need to use critical thinking on them, too.

II. Student Preparation
None

III. Introducing the Lesson:
Ask students if pictures or paintings can make an argument: Do they have points of view about how or why something happened? If necessary, have them look at a picture in the text they're using.

IV. Lesson Options:

A. Have students work individually on the problem and then discuss their answers.

B. Have students work in small groups to answer question B. They use the chart in A to help answer B. Each group is to give a short report on why they picked the picture they did.

V. Altering the Lesson:
This lesson can be done with different level students. More advanced students will probably give more complete reasons, but slower students will benefit from the activity, also.

VI. Troubleshooting:
There shouldn't be any problems with this lesson. You might want to explain why skills in analyzing visual arguments are important.

VII. Shortening the Lesson:
Only have students do pictures 2 and 5.

VIII. Extending the Lesson:
Have students find a picture or cartoon in the newspaper and analyze it in the same way as in the chart in A in this lesson.

R-5 Answer Key

A.

Picture Number	Author Pro-British or Pro-Colonist?	Why?	Guess When Painted	Any Inaccuracies? Does It Seem Accurate?
1	Colonist	Shows colonists as heroic	These are opinions. Actually painted Oct., 1883 for Harper's Magazine.	Heroic colonists? Dramatized too much? Belfrey in the wrong spot?
2	Colonist	Shows colonists as heroic	19th century	Relevant information #2 says British had few casualties, so colonists probably didn't fire a volley.
3	Colonist	Shows colonists as heroic	?	Everything looks OK.
4	Colonist	Shows colonists as heroic	?	Overly dramatized
5	Tossup	Actually done by a colonist, but shows colonists running, not heroic. Also behind colonists' side.	Engraved by a colonist who was at Lexington a few days after the battle.	Everything looks OK.

B. Which of these pictures seems to be most accurate? Why?

It might be best just to let the students give their hypotheses and discuss their reasons. Pictures 1, 2 and 4 seem overly dramatized. Pictures 3 and 5 seem more accurate. The most accurate picture may be number 5, even though the technical quality may not be as good. The only points you may want to discuss are:

1. Picture #2 seems pretty inaccurate.

2. Picture #5 was done by someone who was at the scene of the battle only a few days after the battle.

R-6 Lesson Plan

General Information About This Lesson

This lesson is set up as a debate. The main methodology involved in it, however, is an analysis worksheet of the debate written out by the teacher, as discussed in Lesson Option A4 and 5. An example of an analysis worksheet of a debate is attached. It may seem difficult for a teacher to write down arguments during a debate, but it isn't that hard. You only need to get a few arguments for the worksheet. If you don't have enough, write down some from the example worksheet already mentioned. There is no need for a tape recorder, in our judgment.

The reason that the analysis worksheet is so important is that it forces students to step back and look at their own use of logic. In this way, they can connect the logic they've been analyzing in regards to historical arguments with the logic they use all the time. This connection may help transfer the critical thinking skills they've learned in class from history to other areas of their lives.

You should find that students will improve at arguing as they do a number of these debates. At first, you may see a number of ad hominem (attacking the arguer) arguments. But after the students do a few of the worksheets with ad hominems on them they will point out this fallacy when someone uses it. Another popular fallacy with students is the straw man technique, and students can quickly become adept at recognizing it also.

A summary of the sources is included for the convenience of the teacher, along with a sheet of focus questions to keep debates going if they are dying.

One objective is to get students to question and then to evaluate the evidence offered by their opponents, according to PROP (Primary vs. secondary, reason to distort, other evidence supporting, public vs. private) or the other criteria included in the "Guide".

R-6 Lesson Plan

I. Purpose of the Lesson:
   A. To have students analyze their own use of logic.
   B. To get students involved in defending a position against other people's arguments.
   C. To get students to use and evaluate sources of information.

II. Student Preparation:
   None necessary.
   Some basic knowledge of the Stamp Act.

III. Introducing the Lesson:
   A. You could start by questioning students on the various aspects of the Stamp Act.
   B. Ask how many students feel taxes are too high today? Do their parents feel taxes are too high? Should the government be able to tax us? Why? Under what conditions?

IV. Lesson Options:
   A. This lesson is meant to be a debate. One format is:
      1. Introduce the lesson. Divide the class into four (or six) groups.
      2. Give the overview and the sources, and have the groups read them to prepare for a debate. Two of the groups will take the pro-British position (the Stamp Act was justified) and two groups will take the pro-Colonist position (not justified). You might require that each student write out 4 or 5 arguments to support his/her position. Each group then discusses the arguments it wants to make.
      3. Small group debates - four against four, or three against three.
      4. Large group debate. In the large group debate the teacher writes down a few of the arguments made and writes them on a ditto along with questions about conclusions, fallacies, etc. An example of a worksheet of a debate is enclosed.
      5. The class fills in the worksheet which the teacher has made up on the debate. In this way, the students analyze their own use of logic.
   B. Skip the small group debates and just do the large group debate and analysis.

V. Altering the Lesson:
   A. Level of the Lesson - aimed at average senior high school students.
   B. Making the Lesson Less Difficult - skip sources 15 through 18 on virtual representation. This subject is more abstract.

VI. Troubleshooting:
   A. Some students will complain that they do not want to defend the British when they feel the Colonists were right. ("How can I defend something I don't believe in?") Tell them that one sign of an educated person is the ability to defend either side of an issue. You might avoid the problem by letting students vote which side to be on, but what do you do if everyone votes for the Colonist side (or friends vote the same way so they can

be together)? Besides, we feel that students should have to defend positions with which they do not agree.

B. Some students may complain that there are more British sources (11) than Colonist sources (7). Sometimes you can't win!

C. Small group debates may get too noisy. Try to control it, but the noise usually indicates a high level of involvement by the students.

D. Large group debates will probably become dominated by a few more verbal students. This is why we like to have small group debates for awhile before large group debates. One method we have used to control domination is to periodically put the talkers into the penalty box - i.e. they can't speak for two minutes. On the other hand, many students do listen to and benefit from hearing the arguments of more verbal students.

E. Group work may degenerate into socializing. Give the students only a short time (3 minutes?) to prepare for the debate.

VII. Extending the Lesson:

Have students write an essay on the Stamp Act in which they defend either the British or Colonial point of view. In it they may be required to use three pieces of evidence or other specific requirements could be given. See the teacher's guide on the Salem Witchcraft Lesson (C-5A) for other suggestions about essays.

R-6 Focus Questions For The Stamp Act Debate

1. Did the British aid the colonists in settling America, or did the colonists do it primarily on their own?
2. Was the French and Indian War fought primarily to defend the the colonists or to help England?
3. Was the Stamp Act fair? (Too large? were there precedents for it?)
4. Should the Colonists pay a (fair) share of taxes for the Empire?
5. Why did Grenville grant a one-year delay?
6. Was virtual representation a good argument?
7. Could the colonists be adequately represented in Parliament?
8. Were trials in Admiralty Courts (i.e. without juries) fair?
9. Was payment in specie fair?
10. Was it right to tax the colonists for troops to defend them?
11. Was the Stamp Act constitutional?

R-6 Example and Answer Key of Debate
Debate - The Stamp Act

I. Br. - Grenville gave the colonists a one-year delay before starting the tax to let them suggest alternatives.

II. Col. - But he didn't agree with any of the colonial suggestions of an alternative to the tax.

III. Br. - They were lousy suggestions. Why should he agree with them?

IV. Col. - The Stamp Act is unconstitutional .

V. Br. - But the colonies had stamp acts already, and there were constitutions in the colonies.

VI. Col. - The tax was unfair - the colonists shouldn't have had to pay it.

VII. Br. - Yes they should. The tax was used to pay the debt from the French and Indian War, a war fought by England to protect the colonies from the French.

VIII. Col. - The War was fought for England, not the colonies. It started in Europe and happened to spread to the colonies.

IX. Br. - That's what colonies are for - to help fight wars.

X. Col. - Besides the colonists were the main ones who won the war, not the British.

XI. Br. - You think the colonists won the war? You're a jerk.

---

1. What is the conclusion of sentence I?
(The tax was right)
(Grenville was fair)

2. What is the conclusion of sentence VIII?
(The tax was fair - you should have to pay)

3. What is a word which makes a value judgment in:
a. Sentence III? (lousy)
b. Sentence VI? (unfair)
c. Sentence VII? (protect, should)

4. What is a value expressed in:
a. Sentence VII? (People should have to pay for wars to protect themselves)
b. Sentence III? (People don't have to agree with lousy suggestions)

5. What type of reasoning is used in:
a. Sentence V? (Analogy/ comparison)
b. Sentence IX? (Sample/ generalization)

6. What is a fallacy in sentence V?
(False analogy - there is an important difference between the colonists taxing themselves (constitutional) and the British taxing the colonists(unconstitutional)

7. What is the fallacy in sentence XI?
(Ad Hominem)

R-6 Summary Of The Sources

Source Number	Supports	Topic it deals with	Summary of the source
1	British	Precedent for the Stamp Act	N.Y.&Mass had stamp acts before, so Stamp Act OK.
2	British	One year delay	Delay so colonists could object or suggest alternatives.
3	Colonists	One year delay	-Grenville wouldn't give copies of the Act, so colonists couldn't suggest alternatives. -Grenville said there shouldn't be objections or alternatives. -Grenville said he already expected to submit the Stamp Act, not any alternatives. -The colonists already had a Stamp Tax in New York. -Objections wouldn't carry any weight in Parliament.
4	Colonists	One year delay	1 year delay for colonists to agree with the Stamp Act.
5	British	One year delay	Colonists didn't offer any real alternatives.
6	British	Colonists should pay?	Colonists should pay fair share for Empire and defense.
7	British	Colonists should pay?	Debt for the colonists, so colonists should help pay.
8	British	Small tax	Very small tax on the rich.
9	Colonists	Colonists should pay?	Colonists owe nothing to England. They started and grew despite England and they can defend themselves.
10	British	Colonists should pay?	Colonists settled with English care and protection.
11	Colonists	Representation	No tax without representation, can't be fairly represented in Parliament. Admiralty Courts violate the right of trial by jury.Can't pay in specie.
12	Colonists	Representation	Br. would shift tax burden to unrepresented colonists.
13	Colonists	Representation	Br.would shift tax burden to colonists to pay for extravagent spending.
14	British	Small tax	Small tax- not a burden.

R-6 Summary Of The Sources

Source Number	Supports	Topic it deals with	Summary of the source
15	British	Virtual Representation	British towns have no actual representation but pay taxes, why shouldn't the colonies?
16	British	Virtual Representation	M.P.'s represent all people at the expense, sometimes of the people in their own districts.
17	British	Virtual Representation	General belief in England was the M.P.'s should represent all the people in general.
18	Colonists	Virtual Representation	Colonists not virtually represented in Parliament in the same way that non-British voters were virtually represented. All British land actually was represented, no Colonial land was represented. British could shift tax burden to colonists.

CONSTITUTION

CN-1A Lesson Plan

I. Purpose of the Lesson:

To develop the critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation:

Some background on the Articles of Confederation and Shays' Rebellion would be helpful.

III. Introducing the Lesson:

No introduction necessary if they've done worksheets before.

IV. Lesson Options:

A. Have students do the worksheet and discuss in groups or as a class.

B. Have students do the worksheet and have group competition. Which group got the most answers correct?

V. Altering the Lesson:

A. Level of the Lesson - aimed at below average to average senior high school students.

B. Making the Lesson more Challenging - do CN-1B instead.

VI. Troubleshooting:

Don't quibble about differences in answer to number 7.

CN-1A Answer Key

1. C

2. D ("like")

3. D There are some important differences between the 18th century and today, and between states being formed into a nation and nations forming a confederation. What are the purposes of the two organizations, and what does "failure" mean?

4. C

5. B

6. A

7. People who do not have TV's are in a sorry condition.

CN-1B Lesson Plan

I. Purpose of the Lesson:

To develop the critical thinking skills as shown on the chart on page 77 of the teacher's guide.

II. Student Preparation:

Some background on the Articles of Confederation and Shays' Rebellion would be helpful.

III. Introducing the Lesson:

No introduction necessary if they've done worksheets before.

IV. Lesson Options:

See Lesson Options for CN-1A

V. Altering the Lesson:

A. Level of the Lesson - aimed at above average to very smart high school students

B. Making the Lesson less Difficult - do CN-1A instead or skip problem C (#6-8), which is the hardest.

VI. Troubleshooting:

You might expect that some students, even in bright classes, will have difficulty (and thus might feel frustrated) with problem C. Begging the question is a difficult fallacy to understand. There are some other examples of begging the question in the extra problem sheets. You could use these as examples to reinforce or introduce this problem. Or you could have students who have difficulty understanding this problem try to do an extra problem sheet for homework.

CN-1B Answer Key

1. A

2. People who don't have TV's are in a sorry condition
   (Emphasize stating assumptions in general terms).

3. D

4. A

5. B

6. A or B in begging the question the conclusion becomes the premise for the premise to be the conclusion. It is a circular argument.

7. D (There is also a generalization involved, but it is mainly proof.)

8. C (A very difficult fallacy to detect. Have the students refer to the example in the Guide to Critical Thinking).

9. B

10. C

11. Key Question:
    How well does the historian show the connection between the cause and the effect?

12. The historian does not show to whom Shays' Rebellion showed the weaknesses of the Articles. Were these the people who wrote the Constitution? Were there many people who were so affected?

CN-2 Lesson Plan

I. Purpose of the Lesson:

A. To help students to recognize values and assumptions.

B. To help students to see that everyone, including the Founding Fathers, holds to certain values.

II. Student Preparation:

None necessary

III. Introducing the Lesson:

Ask the class "What is a value?" "What are some things you value?" "What are some things the people who founded our country valued?"

IV. Lesson Options:

Give the students the worksheet and have them fill it in. Discuss as a class.

V. Altering the Lesson:

A. Level of the lesson - aimed at average senior high school students.

B. Making the lesson less difficult - explain some of the vocabulary in the Preamble.

VI. Troubleshooting:

The vocabulary in the Preamble might be a problem, as mentioned above.

CN-2 Answer Key

A. Values: Examples

1. Union-unity
2. Justice
3. Domestic tranquility (peace)
4. National independence (not being conquered)
   Strength
   Military
   The Welfare of all the people of the country is important
   Liberty - freedom

B. Assumptions: Examples

5. Governments should be established by the people
6. Governments can help promote justice, peace, etc.

CR-3 Lesson Plan

I. Purpose of the Lesson:

A. To develop the critical thinking skills as shown on the chart on page 77 of the teacher's guide.

B. To get students to apply the skills to a longer (several paragraphs) argument.

II. Student Preparation:

A. Some background on the Articles of Confederation and the Constitution.

B. Some work on fallacies

III. Introducing the Lesson:

A. Ask "What is the UN? Is it worthwhile? Does it help the world?

or

B. Ask "Suppose you were thinking of buying a motorcycle and you had a friend who owned a kind in which you were interested. What might you ask him/her? (How he likes it. Any problems?) Why?" This will get the class thinking about the uses of analogies.

IV. Lesson Options:

A. Give the class the worksheet, have them fill it in, and discuss it as a class.

B. Have the students analyze the argument according to MARKER.

V. Altering the Lesson:

A. Level of the lesson - aimed at above average to very smart high school students.

B. Making the lesson less difficult - explain some of the difficult vocabulary.

VI. Troubleshooting:

This reading is difficult in vocabulary and concepts. It will be too difficult for many students.

CN-3 Answer Sheet

A. Paragraph main points:

1. The greatest contribution of America may have been to rationally design representative government.
2. The idea of constructing a government has been the greatest inspiration to the world.
3. The Constitution was the important gain of the American experiment.
4. We need a federal system today - let's apply our federal system to the world.

B. Argument's point:

5. We need a world federal system.

C. Errors

6. Change from "may well be greatest contribution" (I) to "our greatest contribution" (XVI). (Meaning change.) (Hypothesis becomes assertion.)
7. Based on an analogy. (XI) There are many differences between 1789 for one country of 13 states, and 1981 for the world comprised of more than 100 governments, some of which have hostile ideologies, language barriers, etc.
8. "The Founding Fathers would recognize this" (XIV) False scenario. Maybe the Founding Fathers would recognize the differences between the two cases.

D. Discuss. The teacher might want to point out that you couldn't learn much of anything without reasoning by analogy. A friend buys a stereo and likes it so you decide to buy one also because you think you'll like it, too. Maybe you're right (a good analogy) and maybe you're wrong (the two cases aren't similar in some significant ways). As you get more cases of friends buying and liking stereos your confidence in the prediction that you'll like a stereo, too, should go up. It won't be infallible, but it should generally be more reliable.

So you can make some tentative decisions based on analogies, but only if you are very good at making these comparisons. Good historians should be good at this skill. Analogies are very difficult to use, but we can learn (but not with certainty) from them.

REMEDIAL PROBLEMS

E.P. Lesson Plans

Remedial Problems

These problems are intended to be used with students who are having difficulty with a specific skill. The teacher would copy the sheet for that skill and have the student do the worksheet. Then the teacher could go over each answer, explaining points as he/she goes along.

The remedial problem sheets are on the following skills:

	Skill Involved	Difficulty
EP-1	Values	Easy (Below average senior high school students)
EP-2	Conclusions	Easy (Below average)
EP-3	Conclusions	Average (Average senior high school students)
EP-4	Conclusions	Average to Difficult (Above average senior high school students)
EP-5	Undefined words	Average
EP-6	Assumptions	Easy
EP-7	Assumptions	Average
EP-8	Assumptions	Difficult
EP-9	Types of Reasoning	Average to Difficult
EP-10	Fallacies (Stereotyping, Correlation as Cause, Special Pleading, Hasty Generalization)	Average to Difficult
EP-11	Fallacies (Straw man, prevalent proof, either/or, false scenario)	Average to Difficult
EP-12	Fallacies (Equivocation, Either/or, Begging the Question)	Difficult

TEST QUESTIONS

Explanation: Test Items

The test questions which follow test students on most of the skills dealt with in the particular unit to which the test applies. The test questions range widely in difficulty, so you may have to rewrite some questions for your students' ability level.

Consider using unused worksheets as test questions, where possible. For test questions for analysis of longer interpretations, consider using viewpoints which you did not analyze as a class. For example, use one of the historical viewpoints from C-5A or C-5B as a test item to be analyzed.

Answer Key Test Items Exploration

A. French colonies:

1. A
2. C, B, and D
3. D

B. Googyland :

4. B
5. C
6. C (not so obvious)

Answer Key - Test Items Colonies

A. Pilgrims
1. A
2. C
3. B
4. C

B. Motorcylce
5. A
6. A
7. D
8. Stupid

C. Colonies

9. C
10. B, C, and D
11. B or D. It depends on whether you think the author has surveyed all the factors or not. The answer is not "A" because the argument said "key reason," not "only reason."
12. Many could be suggested.
13. Many could be suggested.

Test Questions

Answer Key

Salem Witchcraft:

Part A

1. B
2. A
3. B
4. C
5. A
6. E ("Historians")
7. D ("Most")
8. Is it a fair sample?
9. We don't know, since we didn't see the sample. (If you ask this question, you might want to allow answers based on good thinking, rather than specific right answers).

Part B

1. E
2. B (shows she may have had something to hide, possibly witchcraft).
3. D
4. B

Test Answers - Revolution

1. C
2. Factual - Colonists smuggling.
   - Colonists breaking the law.
3. Values - British justified in trying to catch them.
4. Analogy - I hide a Jewish person from the Nazis.
   Doesn't justify open search.
5. C
6. F
7. A

D. Strengths

8. Good position to see what happened.
9. Eyewitness.
   Written close to time of event?
   Probably not a forgery.

Weaknesses

10. Frame of reference (Br.) would lead him to distort.
11. Has a reason to lie. Justify his own role.
    He's trying to convince Gage that he did the right thing.
    This is the only document? Needs corroboration.

E. Strengths

12. Close to the time of the event.
    Probably not a forgery.

Weaknesses

13. Secondary.
14. Frame of reference leads to distortion.
    Convince someone.
    Has reason to lie.
    Needs corroboration.

Answer key Test Items

Constitution

A. Convention:

1. C
2. B
3. Are the two cases compared similar enough to make the conclusion a good one?
4. C

B. Constitution

5. A
6. B
7. A

Booklet #1

Source Envelope

This envelope contains additional materials that can be used with Booklet #1. The materials in the envelope have unlimited photocopying rights for classroom use only. The following resources are contained in the envelope:

1. Outline of the Guide to Critical Thinking - students could use this as an easier reference to the parts of the Guide.

2. Introductory Worksheets - these are indispensable to introducing and helping students learn the basic skills of the program.

3. C-5B Worksheets - a lengthy unit on Salem Witchcraft, which can be used for advanced students. Honors students may find the C-5A materials on Salem Witchcraft too easy. C-5B is more challenging.

4. Sources for the R-6 Debate - these are sources on the Stamp Act, which can be used by students to formulate their arguments in the debate.

5. Remedial Problems - these can be used for a student who is behind the rest of the class on a specific skill.

6. Test Questions - these can be used to evaluate student mastery of the skills taught.

Table of Contents

Booklet #1

Source Envelope

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IDEAS FOR POSTERS

Below are some examples of posters that you could have your students make and post in your classroom. We have found posters to be helpful to students as guidelines. As students master the various skills, we take the posters down.

CUE WORDS FOR TYPES OF REASONING

Cause and Effect - led to, reason for

Sample - some, none, most, all, a few

Comparison - like, same as, different from, similar to

Proof - for example, couldn't have been

Debating - other historians say, that view is wrong because

KEY QUESTIONS FOR TYPES OF REASONING

Cause and Effect - Is the connection shown between the cause and effect?

Sample - Is the sample large or representative enough?

Comparison - Are the two cases similar enough?

Proof - Does the evidence or argument prove the conclusion?

Debating - Is the other viewpoint really weakened by this argument?

ANALYZING AN ARGUMENT

M - Main Point

A - Assumptions

R - Reasoning Types

K - Key Questions

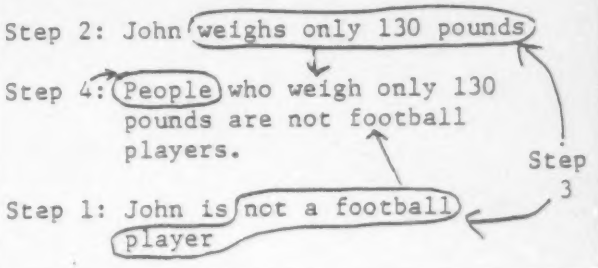
E - Evidence

R - Relevant Information

IDENTIFYING UNSTATED ASSUMPTIONS

1. Find the conclusion.
2. Rewrite the first premise in your own words.
3. Combine the unique part of the premise with the unique part of the conclusion in a new statement.
4. Phrase the new statement in general terms (such as "countries which ..") Example:

"John is not a football player. He weighs only 130 pounds."


Step 2: John weighs only 130 pounds
Step 4: People who weigh only 130 pounds are not football players.
Step 3
Step 1: John is not a football player

EVIDENCE

I. What it is:
   A. Statements by witnesses
   B. Written documents
   C. Objects

   (You must know the source for it to be evidence.)

II. Evaluating evidence:

   P - Primary or secondary?

   R - Reason to distort?

   O - Other evidence showing the same as this evidence?

   P - Public or private?

Outline of the Guide to Critical Thinking

Introduction

Arguments are made up of three parts:

1. Evidence
2. Values
3. Logic

I. Evidence

A. There are three sources of evidence;
   1. Statements by witnesses
   2. Documents
   3. Objects

B. In an argument there are three possibilities regarding evidence:
   1. No evidence
   2. Factual information (sourceless evidence)
   3. Evidence

C. When actual evidence is given, it can be judged according to these four factors:

   P - Primary or secondary source?

   R - Reason to distort?

   O - Other evidence supporting this evidence?

   P - Private or public statement?

D. There are other factors as well in judging evidence (see "Guide" for these)

II. Values

A. Values are conditions which the author of an argument believes are good (Money, success).

B. Values in arguments:
   1. Authors' values are revealed through words which make value judgments. Words such as:
      a. Good/bad
      b. Should/should not
      c. Right/wrong
   2. You can examine a value judgment made by an author by: (see the "Guide for examples)
      a. Separating the argument into the factual and value parts.
      b. Stating the value part in general terms.
      c. Raising specific cases to see if the value is right in all cases.

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III. Logic or Reasoning

A. Logic or reasoning is the process of reaching a conclusion on the basis of information or experience.

B. Main points and conclusions:

1. Main points are what the authors of longer (more than one paragraph) arguments are trying to prove, while conclusions are what the authors of shorter (one paragraph or less) arguments are trying to prove.

2. You find the conclusion or main point by:

a. Asking yourself, "What is the author trying to convince me of?"

b. Looking for the place to put "Therefore."

3. Cue words:

Conclusions	Premises
therefore	because
hence	for
so	since
thus	suppose that
then	given that
shows that	if
consequently	

C. Words:

1. Watch for value words and vague or undefined words.

2. Fallacies involved with words:

a. Jargon
b. Equivocation

D. Assumptions and Inferences:

1. An assumption is something which is not stated but which is taken for granted by the author.

2. An inference is a conclusion that goes beyond the evidence upon which it is based.

E. Types of Reasoning Used in History

1. There are five types of reasoning. Most arguments are a combination of several of the types.

2. Types:

a. Comparison (Analogy) - compares two cases, and reasons that what is true for one will be true for the other.
b. Sample (Generalization) - reasons that what is true for part of a group (the sample) is true for all or most of that group.
c. Cause and Effect - argues that something caused something else.
d. Proof - uses evidence or logic (authority, or eliminating alternatives) to prove the argument.
e. Debating - refers to another argument on the same topic and shows why this other viewpoint is wrong or partially wrong.

F. Key Questions:

1. These help you judge how good the reasoning is.
2. Key questions:
   a. Comparison: Are the two cases compared similar enough to make the conclusion a good one?
   b. Sample: Is the sample good enough to make the conclusion a good one?
   c. Cause and effect: Does the author really show the connection between the cause and the effect?
   d. Proof: Does the evidence or the argument (like eliminating alternatives) make the conclusion a good one?
   e. Debating: Does the author give good enough reasons for disproving the other argument?

G. Fallacies in History:

1. A fallacy is an error in logic.
2. Fallacies:
   a. Comparison Fallacies - No specific fallacies
   b. Sample Fallacies:
      1. Unrepresentative Sample (or Hasty Generalization)
      2. Stereotyping (or Composition or Division)
      3. Special Pleading
   c. Cause and Effect Fallacies:
      1. Single Cause
      2. Preceding Event as Cause
      3. Correlation as Cause
   d. Proof Fallacies:
      1. Irrelevant Proof
      2. Negative Proof
      3. Numbers
      4. Appeal to Authority
      5. Appeal to the Golden Mean
      6. False Scenario
      7. Either-Or
      8. Begging the Question

e. Debating Fallacies:

1. Attacking the Arguer (Ad Hominem)
2. Straw Man
3. Appeal to Irrelevant Outcome

IV. Models for Analyzing Arguments:

A. Written arguments - MARKER

M - Main point

A - Assumptions (and values and value judgments)

R - Types of Reasoning

K - Key Questions (and fallacies)

E - Evidence

R - Relevant information (and common sense)

B. Films - PIPE

P - Point of view

I - Inferences

P - Persuasive techniques

E - Evidence

IN-1 Introduction
The Bermuda Triangle

The Bermuda Triangle (an area roughly from Bermuda, southwest to Florida, then east out into the Atlantic, and then northwest back to Bermuda) is one of the most dangerous and strange spots on earth. The number of ships lost in the Triangle is staggering, starting back in the 1600's right up to today. In recent years an average of about 100 ships and many airplanes are lost each year in the area. It is common knowledge among commercial pilots and ship captains that the Triangle is dangerous.

It is what has happened to these boats and planes which is especially mysterious, however, and which gives the area its name as the "Devil's Triangle." For example, the boat, the "Hollyhock" was off the coast of Florida when it suddenly lost radio contact with the coast. Later, it picked up California on the radio. Then it spotted land on its monitors where there was no land! The "Hollyhock" disappeared without a trace.

Another boat, the "Witchcraft" was at buoy number 7 only two miles off the coast of Miami admiring the lights of the city. The owner of the boat radioed to the Coast Guard to come out because the boat was taking on water. However, it was in no serious danger because it had built-in floatation chambers. When the Coast Guard arrived at buoy number 7, the "Witchcraft" had vanished.

Airplanes, too, have had bizarre incidents. The "Star Tiger" was flying over the Devil's Triangle when suddenly radio contact was lost. No wreckage of the plane was ever found.

In 1963 two KC-135 jet tankers disappeared 300 miles southwest of Bermuda. What caused these planes to go down?

Probably the most incredible incident was Flight 19 from Fort Lauderdale, Florida on December 5, 1945. Five Avenger aircraft took off that day on a regular training flight for the Navy. Pilot Cosner did not go on the flight. Why not? Commander Taylor seemed hesitant. Did he have the same peculiar feeling that Cosner had? The flight was routine at first, but then the planes did not request to land after 15 minutes. The pilots seemed confused and their instruments were doing weird things. The air base had radio contact with the planes and heard the pilots say things such as "which way is west?" or refer to things such as "upside down" and "white water." The planes kept changing directions, almost flying in circles. Then--silence. A search plane was sent out, and it, too, disappeared. The Navy has kept the incident quiet. And the Navy hasn't out-and-out denied the story as authors have showed it.

It is difficult to explain what happens in the Devil's Triangle. Some people believe that there is a magnetic field which throws everything off. Others believe it has to do with the lost continent of Atlantis. Whatever the cause of the situation, it is worth thinking twice before traveling through this area, one of the strangest spots on our earth.

The Bermuda Triangle
Relevant Information

1. The "Star Tiger's" flight was at night in poor weather.

2. It is not unheard of, although it is infrequent, for boats out in the ocean to pick up distant areas on the radio.

3. Rain clouds can sometimes look like land on radar.

4. The "Witchcraft" was out in bad weather.

5. There was no mention that the "Witchcraft" was near buoy 7, according to Coast Guard reports. One author estimated the location by comparing several reports.

6. It would have taken the Coast Guard about 20 minutes to get to where the "Witchcraft" was.

7. In 20 minutes a boat can drift about 1 mile in calm seas.

8. It is extremely difficult to find the wreckage of a plane or boat in the ocean, even on a clear day.

9. Debris found in one spot in the ocean contained the serial numbers of both KC-135 jet tankers. Some observers say this indicates that the two planes collided in the air.

10. The editor of Aviation Week stated that based on a statistical analysis of the number of accidents in an area compared with the number of flights in that area, the Bermuda Triangle is one of the safest spots in the world. It is a popular area with pilots.

11. An Avenger aircraft will sink into the ocean roughly 45 seconds after splashing down.

12. Two men who were in the radio tower in Fort Lauderdale at the time of Flight 19 do not recall the pilots of the Avenger saying, "which way is west?" or "upside down" or "white water". These two men say the planes were definitely lost.

13. Commander Taylor of Flight 19 radioed, "If we fly north, then east, we'll get home." He also mentioned being over the Keys (islands). He may have thought he was over the Florida Keys, when actually he was over the Grand Keys in the Atlantic. His course of north, then east would have taken the planes toward the middle of the Atlantic.

14. At the time that radio contact was lost with the plane sent to search for Flight 19, people on the coast saw an explosion at the location of the plane.

15. About 100 ships are lost each year in the Bermuda Triangle out of 10,000 distress calls made to the Coast Guard.

16. According to the Coast Guard, many pleasure boat owners don't know what they're doing in the ocean. For example, when the Coast Guard told one owner to plot a course toward an island,

16. (continued)

the owner said he couldn't find it on his map. When the Coast Guard asked him what map he was using, he said he was looking at the world atlas.

17. Each author who writes about the Bermuda Triangle describes a triangle of a different size and shape from the other authors.

18. The writer of the Bermuda Triangle article is an author of books on popular subjects, such as mysterious and bizarre phenomena.

Worksheet - Evidence

Historian A

"The city government was one of the most corrupt in recent history. The people have really suffered because of the corruption."

Historian B

"The city government under Mayor Mello was one of the most corrupt in recent history. Four government workers said that corruption was widespread."

Historian C

"The city government under Mayor Mello was one of the most corrupt in recent history. Over $20 million was stolen on one project alone."

Historian D

"The city government under Mayor Mello was one of the most corrupt in recent history. Six workers of the Mello government were convicted of corruption."

What is the evidence in the four viewpoints above ?

A - No evidence.
B - Factual Information (sourceless evidence).
C - Evidence.

_____ 1. Historian A

_____ 2. Historian B

_____ 3. Historian C

_____ 4. Historian D

IN-3C Introduction
Evidence

You are now a historian trying to figure out who stabbed John Jones in the corridor at Hamilton-Wenham, but in 1940, not today. As a historian, you have the following pieces of information (evidence):

A. There was an investigation by police into the alleged murder of John Jones.

1. The police concluded that he was murdered by stab wounds.

2. The police had three suspects: 1. Clarence Kelly, 2. Slim Stowell, and 3. Luke Levin. All three were in the corridor within 10 feet of John Jones when he was murdered.

3. The police felt they had enough evidence to prosecute Luke Levin.

B. There was a trial of Luke Levin for the alleged murder of John Jones. In the trial:

4. Luke's girlfriend said he was a good person and he never would kill anyone.

5. A teacher testified he opened the door of his room and entered the corridor as soon as he heard John Jones scream. No one could have moved, and no one was moving when he looked into the corridor. John was lying on the floor while Luke, Clarence, and Slim were standing within 10 feet, looking at him. Luke was closest to John.

6. Clarence testified that he didn't do it, but he was looking the other way so he doesn't know whether Luke or Slim did it.

7. Slim testified that he didn't do it, that Luke did it.

8. Luke testified that he didn't do it, that Slim did it.

9. Witness A, who didn't know any of the men, said he heard John say "No, Luke, no" right before the murder.

10. Witness B, who was 35 feet away and who didn't know any of the men, said he saw Luke stab John.

11. The knife was shown to have Luke's fingerprints on it, and only Luke's.

12. Both Luke and Slim had knives with them on that day, according to Clarence.

13. The police found a knife on Slim at the scene of the murder, as well as the knife in John. No other weapons were found.

14. An IOU note was produced at the trial showing that John owed Luke $300, which was due to be paid three days before the murder.

15. Witness C testified that Slim did not like John.

16. Witness D, 50 feet away, testified that she saw Luke stab John.

17. Witness E, in another part of the building, not within sight of the murder scene, says he's sure Luke killed John.

18. A letter was presented at the trial, by Luke's girlfriend, to her mother in which she says Luke hated John.

C. The jury found Luke guilty of murder.

1. As a historian, do you think the jury was right in its verdict? Why?

2. Give one example for each type of evidence presented. Just write the number of the evidence on the line:

_____ A. Statements by witnesses

_____ B. Documents (written information)

_____ C. Objects

3. Evaluate (judge) the following evidence according to the factors (criteria) given

Factors	#4	#7	#10	#11	#14	#17
1. Witness has reason to lie?						
2. Public or private statement?						
3. Primary or secondary?						
4. Other evidence showing the same thing?						

A. "The colonists were right to take the Indian's land, since the Indians weren't using it right."

1. General value statement: ("It's all right to take what someone else owns if they aren't using it right.")

2. Other examples: (It's all right for me to steal your car because you aren't using it right.")

B. "The colonists should not have hung the alleged witches because they really didn't have any good evidence that they were witches."

3. General value statement:

4. Other examples:

C. "The colonists should not have revolted from England because they could have made more money under England."

5. General value statement:

6. Other examples:

IN-5 Introduction
Worksheet-Conclusions

1. When the bell rings it's time for lunch, 2. and the bell just rang.
3. So, it's time for lunch.

_____1. The conclusion is:
A. 1 C. 3
B. 2 D. It's not stated.

1. Mary must be able to swim better than John. 2. She's on the swim team and John isn't, 3. and people who are on swim teams swim better than people who aren't on swim teams.

_____2. The conclusion is:
A. 1 C. 3
B. 2 D. It's not stated.

1. Mom, since I've passed all my tests this week, 2. I should be able to go out with the guys.

_____3. The conclusion is:
A. 1 C. Passing tests is good. (Notice cue word
B. 2 D. It's not stated. "since" for premise)

1. Our hockey team won, 2. because we have the better team.

_____4. The conclusion is:
A. 1 C. Your hockey team stinks.
B. 2 D. We'll beat you again next year, too.

1. When you think about it you'll realize which day is the best for lunches in the cafeteria. 2. You can't beat the salad lunches on Tuesdays. 3. They are good for you. 4. They are low in calories. 5. The insects you find in the lettuce are high in protein. 6. Even the plates are great on Tuesdays.

_____5. The conclusion is:

A. You should think about the lunches.

B. Tuesdays are best for lunches in the cafeteria.

C. The salad lunches are low in calories and high in protein.

D. None of the above.

IN-6 Introduction
WORKSHEET - ASSUMPTIONS

"Even if I have a head start in running to the beach, you'll get there first."

_____ 1. What is an assumption in this argument?
A. The beach is a long way from where we are.
B. You won't take a short cut.
C. You run faster than me.
D. I run faster than you.

"Beth is older than Roger, so she must be older than Marie, also."

_____ 2. What is an assumption in this argument?
A. Beth is older than Marie.
B. Roger is as old as or older than Marie.
C. Beth is older than Roger.
D. Beth and Marie are cement heads.

"The Rolling Stones are a better group than The Clash, because their music is more acid rock."

_____ 3. What is the assumption?
A. The Clash should not play acid rock.
B. Groups which play acid rock are better.
C. The Stones should not play acid rock.
D. The Stones are a better group than The Clash.

"Fred must be a good mechanic, since he works for the Shell Station downtown."

4. What is the assumption? Write it out. (Hint: Look at the examples above for help.)

ANSWERS:

A. Proof - Mom, I mowed the grass so I can go out.

B. Cause and Effect - Why is Jenny sick? (ham sandwich).

C. Sample (Generalization) - Is it a bag full of paperclips?

D. Comparison (Analogy) - Harry is a better driver because his time is lower.

E. Debating - Harry's argument is weak because . . . (Refers to another argument).

_____ 1. Fred drank four gallons of water before he ran in the Boston Marathon and he finished the race. So, if I want to finish this race I should drink four gallons of water, too.

_____ 2. The ten kids I asked all said they liked the dance, so I think we can say that most of the kids who went liked the dance.

_____ 3. The situation today is just like the situation right before the Great Depression of 1929. So it looks like we're going to have another depression.

_____ 4. Karen said most of the kids didn't like the dance. But she didn't even ask anyone else what they thought. So how does she really know?

_____ 5. There are three reasons why the U. S. had a Civil War in 1861. Slavery, abolitionism, and economic differences between the North and the South led to the War.

_____ 6. Other historians have said that the U. S. should not have become involved in the War of 1812. These historians are wrong, because they've overlooked the tremendous manufacturing gains the U. S. made from the War.

_____ 7. John and Christine were the only two people who could possibly have bought the refrigerator. But John was away on vacation all summer, so Christine must have bought it.

IN-8 Introduction

Worksheet - Key Questions

A. Comparisons: (Key Question: Are the two cases compared similar enough to make the conclusion a good one?)

_____ 1. Which of the following comparisons seems to be the strongest?

A. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A" also. After all, I have always received the same grades as Harry in the same courses, including history, and I'll have the same teacher for this history course.

B. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A" also. After all, in some courses I have received about the same grades as Harry, in fact higher in Math and Science, and my intelligence tests show I'm as smart as he is.

C. Harry did all his homework in history class, and he got an "A" in the course. So, if I do all my homework I should be able to get an "A" also. After all, I'm just as smart as Harry, and I've done as well as he has in French class. Also, I know as much about history as Harry does.

_____ 2. Which of the following comparisons below seems to be the strongest?

A. Staci drank three glasses of water before she ran in the Boston Marathon, and she finished the race. So if I want to finish this 6-mile race I should drink three glasses of water. After all, Staci and I wear the same kind of running shoes and have the same length hair.

B. Staci used the Oregon State training program before she ran in a 6-mile race, and she finished the race. So, if I try the Oregon State training program I should finish the marathon coming up this year. After all, Staci and I are about the same size and weight.

C. Staci drank three glasses of water before she ran in the Boston Marathon, and she finished the race. So I should drink three glasses of water before running this marathon. After all, the temperature is the same today as it was in the Boston Marathon, and Staci and I are about the same size and weight, and have trained about the same.

B. Sample: (Key Question: Is the sample good enough to make the conclusion a good one?)

_____ 3. Which of the following samples seems to give the strongest support for the statement: "Most of the students enjoyed the dance."

Worksheet - Key Questions

A. Five students were asked.

B. 20 students were asked.

C. 30 students were asked.

D. 40 students were asked.

_____ 4. Which sample below seems to give the strongest support for the statement: "Mayor Anderson is popular in the city".

A. 450 people were asked at the country club, which is located on the east side of the city.

B. 120 people were asked in proportion to their numbers in the city. For example, 50% of the people asked were women because 50% of the people in the city are women.

C. 100 of the city workers were asked. People were asked from each department in the city government: parks, water, taxation, police, fire, and so forth. The people were asked on their lunch hours.

D. 150 people were asked at Frumptown University, located in the downtown section of the city.

E. 180 people were called at home at random on the telephone, over the course of five mornings.

_____ 5. Which of the following samples seems to give the strongest support for the statement: "Slaves had a short life expectancy (they didn't live to be very old, on average)."

A. A check of the 1850 census for the age of death of slaves in all the Southern States.

B. A check of the records from one plantation over 50 years for the age at death of the slaves.

C. A check of plantation and legal records of three Southern States (Virginia, Georgia, and Louisiana) from 1700 - 1850 for the age at death of slaves.

D. A statement by an abolitionist (someone opposed to slavery) that slaves had a short life expectancy.

C. Cause and Effect: (Key Question: Does the author really show the connection between the cause and the effect?)

_____ 6. Which of the following statements makes the best connection between the cause and the effect?

Worksheet - Key Questions

_____ 6. (continued)

A. Missy was sick because she ate meat that was spoiled. That meat has been in the refrigerator for at least a week and then was left on the table for two hours.

B. Missy was sick because she ate meat that was spoiled. A blood test taken at the hospital showed that she was suffering from food poisoning from rotten meat. Several people said that the only thing she had had for lunch that day was the meat.

C. Missy was sick because she ate meat that was spoiled. Fourteen other people who were at the picnic who ate the meat also became sick.

D. Missy was sick because she ate meat that was spoiled. The meat smelled awful, and Missy has a weak stomach.

_____ 7. Which of the following statements makes the best connection between the cause and the effect?

A. One important cause for World War I was the system of entangling alliances in Europe. There had been alliances in Europe for many years, but after 1900 all the major countries were involved in them. The Triple Alliance and the Triple Entente ensured that when a disagreement arose a war was sure to result.

B. One important cause for World War I was the system of entangling alliances in Europe. France, England and Russia were allied in the Triple Entente, while Germany, Austria-Hungary, and Italy were involved in the Triple Alliance. With all those countries involved war could hardly be avoided.

C. One important cause for World War I was the system of entangling alliances in Europe. With six major countries involved in two alliance systems, a disagreement between any two could lead to war. This is what happened. When Austria- Hungary and Russia opposed each other over Serbia, Germany, as Austria-Hungary's ally, got involved and attacked Russia's ally, France. Since England was also allied, she declared war, also. Now all the major countries were at war.

D. Proof: (Key Question: Does the evidence or the argument make the conclusion a good one?)

_____ 8. Which of the following best proves the conclusion: "Medical care in the U.S. is improving."

A. A government study showing that doctors' salaries

_____ 8. (A. continued)

are increasing.

B. A government study showing that hospitals costs are increasing.

C. A government study showing that hospital costs are decreasing.

D. A government study showing that there are fewer complications than before in serious operations.

_____ 9. Which of the following best proves the conclusion: "The Life expectancy of the average American increased in the 1800's."

A. A government study in 1850 that Americans were living longer than in 1800.

B. A government study in 1890 that Americans were spending more time and money on leisure time.

C. A government study in 1890 that Americans were living longer than in 1800.

D. A government study in 1900 that the life expectancy of American women had increased faster than that of American men.

E. Debating: (Key Question: Does the author give good enough reasons for disproving the other argument?)

John and Marie are arguing about which marching band is better.

John: "The Goffstown High Band is better than the Laconia Band because the music Goffstown plays is louder and the drills it does are more precise."

_____ 10. Which argument by Marie gives the best reasons for disproving John's argument?

A. John's argument is wrong because he cannot say for sure that one band's music is louder or that one's drills are more precise. He was at the refreshment stand when the bands were playing, so he would get a distorted impression of the music and drills.

B. John's argument is wrong because he is a member of the Goffstown Band.

C. John's argument is wrong because the loudness of the music and the precision of the drills are not the two most

10. (C. continued)

important factors in evaluating a band. Rather, the quality of the music and the drills is what counts.

D. John's argument is wrong because he is wrong about everything. If you want to be right, choose the opposite from what John chooses.

IN-9 Introduction
Worksheet - Fallacies

1. _____ The disrespect for law and order that seems to be everywhere today can be traced to the day we let the Beatles in the country back in 1964.

2. _____ We can either support good old ways of teaching reading, writing, and arithmetic, or we can turn our schools over to revolutionaries and yoga experts.

3. _____ Is Councilman X a crook? Why, no. He always shows up at every council meeting.

4. _____ Mr. Jones is crazy. He has a plan to end war for all time, but we can't take seriously the ideas of a fellow who burns incense and lives off yogurt.

5. _____ I noticed that every time we have lightning, we also have rain. The lightning must be responsible for the rain.

6. _____ If this class had a better teacher, more students would have received A's last term.

7. _____ In 1840, almost everyone was working 10 hours a day or more by the time he was 15, and the country was healthy. We'd have a healthier country today if we closed schools and put the kids to work.

8. _____ A poll taken in my Junior History class proves that the President is unpopular.

9. _____ Increased federal spending must be good for the economy, since you cannot prove it is bad.

10. _____ You cannot accept his view that there is a need to increase the size of the armed forces since he is a military officer, and military officers are expected to recommend an increase in military personnel.

11. _____ We must reduce the size of the public debt, since Pete Peeters, Bruins goalie, stated that this is essential.

12. _____ Since you cannot prove intelligence tests are inaccurate, they must be accurate.

13. _____ You cannot be serious in stating that the military involvement in Southeast Asia should be supported, since you have not enlisted in the military forces in support of military activities there.

14. _____ Salesman to customer simply looking at TV sets "Shall I charge this TV set to your account or do you wish to pay cash?"

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IN-9 Introduction
Worksheet - Fallacies

15. _____ Proposition 2½ is a good law. My taxes are quite a bit lower now.

16. _____ Research has failed to prove that cigarette smoking is really harmful to health. Therefore, it is reasonable to conclude that cigarette smoking will not hurt us.

17. _____ Doctor Smith must be a poor medical doctor. Did not the newspapers report his involvement in a nightclub brawl, and is he not divorced?

18. _____ Jones pitched an excellent game after he had an argument with his wife; therefore, he should have more arguments with his wife.

19. _____ Either it's all right or it's all wrong. You will admit that it is not all right; therefore, it must be all wrong.

20. _____ My client cannot be gulity of this crime. See how honest his eyes appear. Notice what a clean-cut, square-jawed countenance he has.

21. _____ You can't possibly accept his views that the employees need a raise. After all, he is the executive secretary of the labor union, and he is paid to make these kinds of statements

22. _____ You said that teachers should not get a pay raise this year. Why do you dislike teachers?

23. _____ President Reagan was elected because of the way Carter handled the Iranian Hostage situation.

24. _____ We should not have a complete nuclear freeze. We also cannot keep building with no limit. This means a partial freeze would be best.

C-5A Colonies

SALEM WITCHCRAFT

OVERVIEW

In late 1691 some teenage girls gathered at the home of Reverend Samuel Parris in Salem Village to listen to tales of the supernatural from Reverend Parris' slave, Tituba. Starting in December of 1691 and into the spring of 1692 some of the girls began to behave oddly. A doctor was called in and, unable to explain their behavior, he suggested that witchcraft may be causing it. Meanwhile a number of other girls joined the original group and began accusing people from the surrounding area of bewitching them. In the public hearings the girls screamed and went through contortions as they pointed out their tormentors. A sense of hysteria gripped the whole colony. A special court was called to try the cases. Before the hysteria died down in the autumn of 1692, nineteen persons had been hanged and one man had been pressed to death. Before they were pardoned, eight others were under sentence of death, fifty awaited sentence, and 150 were in jail awaiting trial.

Salem Village is in the present location of Danvers. In 1692 it was part of, in some respects, Salem Town, which is Salem today. However, in some other respects Salem Village was independent from Salem Town. When the witchcraft cases were tried in court they were tried in Salem Town.

The court which tried the witchcraft cases was a special court set up by the governor of Massachusetts. The judges were political leaders appointed by the governor- none of the judges was a minister.

Almost everyone in the 1700's believed in witchcraft. Probably a half million people were killed as alleged witches in England alone from 1300 to 1600. The common belief about witchcraft was that someone became a witch by signing the Devil's book. He or she would then go to black masses where, among other things, Christian prayers were said backwards. This is why a witch was not supposed to be able to say the Lord's Prayer without making a mistake. Witches also had a "familiar," such as a cat or dog, which was a messenger from the Devil. On the witch's body was something called a "Devil's Mark", a spot where the Devil or a familiar sucked the blood of the witch (thereby feeding on the soul of the witch). Thus accused witches were examined for the Devil's Mark.

C-5B Colonies

SALEM WITCHCRAFT

Relevant Information

1. Salem Village was about five miles from Salem Town. In 1692 it had 90 houses with about 550 people. It was a spread-out village.

2. Besides farming some took up "winter" occupations such as weavers, brickmakers, coopers, and sellers of alcoholic beverages (taverns).

3. The people in the Village were mostly farmers and had a reputation for quarreling and being bullheaded. The disputes were often land disputes and church controversies. There were ill feelings and long-lasting resentments.

4. Church disputes were famous in colonial history. From 1672 there was controversy between two groups. One minister, George Burroughs, wasn't paid his salary.

5. Samuel Parris took over in 1689 as minister.

6. Increase Mather, one of the most influential men in Massachusetts, was a minister. On October 3, 1692 he preached a sermon to other ministers in Cambridge in which he challenged the acceptance of evidence in the Salem Trials. He said the evidence, especially spectral evidence, should not be accepted. He said "Better that ten suspected witches should escape than that one innocent person should be condemned." Mather, Cases of Consience, p. 66.

7. All of the leaders of Salem Village tried to end the cycle of accusations as soon as they started.

8. There were petty neighbor disputes which helped cause several earlier witchcraft episodes.

9. The Salem Witchcraft episode was much larger than any other episode in the colonies.

10. In most cases in the Salem Witchcraft trials, the accuser and the accused person did not know each other well and did not live right next to each other.

11. Reverend Samuel Willard is believed to have anonymously published in 1692 a pamphlet in which he condemned the use of spectral evidence and denounced the accusers as "liars".

12. On June 15, 1692 a group of Boston ministers, led by Cotton Mather, sent a letter to Governor Phips and his council. The letter urged vigorous prosecution of proven witches but recommended "a very critical and exquisite caution" in the use of evidence.

C-5B Colonies

Salem Witchcraft

Relevant Information

13. Some of the people who were accused of witchcraft and some of the people who were hanged were outcasts in Salem Village; others, such as Rebecca Nurse, were respected members of the community and of the church.

14. Some of the people who were accused of witchcraft and some of the people who were hanged for it lived in Salem Village, but most of the accused did not.

15. People who confessed were not executed but were thrown in jail.

16. Most of the people who confessed to being witches gave confessions which were much more detailed than were needed to prevent them from being executed.

17. In 1720 three sisters in Littletown, Massachusetts claimed that a witch in town was causing them headaches. There was no trial, and in 1728 the oldest sister admitted that the girls made up the story to get attention. She said they had picked at random the woman whom they had accused.

C-5B Colonies

Salem Witchcraft

Historian A: (1700, 1867, 1916)

(I) The Salem witch hysteria of 1692 started when several girls in Salem Village accused some adults of being witches. (II) But it is the clergymen (ministers) who deserve most of the responsibility for the girls' accusations turning into a full-scale hysteria with people being executed. (VI) The clergymen set the tone for the whole situation by preaching sermons about how the Devil was attacking Massachusetts. (VII) Second, the ministers did nothing to stop the trials once the hysteria started. (VIII) After all, it was to the ministers' advantage to let the hysteria continue. (IX) As people became more fearful that the Devil was invading their neighborhoods through the witches, they were more likely to turn to the ministers to get answers to the problem. (X) This would help the ministers to regain some of the power in society which they had lost as the colony had become less religious in the years before 1692. (XI) Unfortunately for the clergymen, their attempt to take advantage of the witch trials in order to regain control over people didn't work. (XII) Many people in the colony were disgusted by the ministers' role in the trials and turned away from religion even more. (III) The clergymen, such as Samuel Parris, were losing power and prominence in the seventeenth century because some few enlightened men and thinkers were beginning to doubt Puritan authority. (IV) Meanwhile, uneducated people were turning to superstition (one aspect being witchcraft) to explain adversity. (V) To regain some control the ministers tried to incorporate the superstition and witchcraft into their sermons.

C-5B Colonies

Salem Witchcraft

Historian B:

(I) The Salem witch hysteria began when several girls accused some other people of being witches. (II) The main reason that the girls were believed and that the hysteria spread was because there were so many disputes between neighbors in the village. (III) Neighbors would come in and selfishly testify against people that they didn't like or with whom they were having a quarrel. (IV) For example, John Putnam said that George Burroughs helped cause his wife's death, and Mr. Putnam testified against Mr. Burroughs. (V) Another example is John Bly and his wife, who testified against Bridget Bishop. (VI) The Blys had had a dispute with Mrs. Bishop about a hog - they testified that she had bewitched the pig.

(VII) These people as well as many others had reasons to accuse people of witchcraft to get even with them.

C-5B Colonies

Salem Witchcraft

Historian C (1867, 1768, 1971)

(I) The Salem witch hysteria of 1692 was a terrible time in American History. (II) Innocent people were jailed and nineteen people were hanged. (III) The situation began when teenage girls gathered at Reverend Parris' home and spent the long winter evenings practicing the arts of fortune telling and magic with Tituba, Reverend Parris's West Indian slave. (IV) the girls started seeing spirits (apparitions or spectres) and became frightened and confused. (V) But the spiritual leaders (ministers) of Salem didn't tell the girls to stop their foolishness, but rather gathered to watch their behavior and to pray over them. (VI) The adult leaders said the girls were bewitched, which then helped the girls to continue with their actions.

(VII) The girls probably did not mean to hurt anyone at first, but adults kept asking who bewitched them. (VIII) They accused three people, Sarah Good, Sarah Osburn, and Tituba and found that the adult world (the courts and the important people in the area) believed them. (IX) With the special notice of so many people, with all eyes upon them, the girls could not help but continue their accusations. (X) If they stopped at any point and admitted they were wrong they would be hated by everyone and punished severly for their mischief. (XI) Their only safety was in continuing the accusations and the excitement they had raised. (XII) Thus were the activities of a few girls for excitement changed into a terrible tragedy.

(XIII) What is amazing about the whole event is how well the girls acted their parts. (XIV) Professional actresses could not have done better. (XV) The girls were never once tripped up by questioning by skeptics. (XVI) They could at will immediately go into fits and convulsions, faint and collapse to the floor, contort their bodies, go through dramatic chokings and strangulation, gasp for breath, and bring blood to their mouths. (XVII) Their acting was so perfect before the spectres (spirits) of people that all present in the court thought they saw them, too. (XVIII) They even made physical marks, such as teeth marks from biting, appear on their bodies, and they acquired the skill of ventriloquism. (XIX) With such great acting were the people of Salem convinced that the girls were telling the truth in the 1692 episode.

C-53 Colonies

SALEM WITCHCRAFT

HISTORIAN D (1976, 1982)

(I) The fantastic events of Salem Village in 1692 seem to defy rational explanation. (II) Historians have dismissed a large part of the evidence presented at the trials as imaginary. (III) Yet the testimony suggests that there was a rational cause for the hysteria: rye bread. (IV) Many of the descriptions of visions seen by the young girls, their disorderly speech, odd postures and gestures, and convulsions are symptoms of convulsive ergot poisoning--caused by eating rye bread which contains the ergot fungus.

(V) First of all, the time of year fits the timing for ergot poisoning. (VI) The rye was harvested around Thanksgiving for the winter and spring. (VII) The children's symptoms first appeared in December, 1691 and through the spring of 1692. (VIII) The next year there is no further mention of anyone being afflicted, probably because only the one harvest was infected. (IX) Second of all, women (especially pregnant women) and children have been more susceptible to the disease in some epidemics. (X) It was female teenagers who were mostly the afflicted in 1692.

(XI) The weather conditions in 1691, early rains and warm weather, would have been favorable to ergotism, while the weather in 1692, a drought, would probably have prevented it.

(XII) A closer look at the afflicted girls reveals even more evidence favoring the ergot theory. (XIII) Three of the afflicted women lived in the Putnam residence. (XIV) A large part of the Putnam land was swampy meadows, an ideal location for ergot in great abundance. (XV) It is highly likely that the rye the Putnams grew was infected. (XVI) Two of the other afflicted girls were in the household of the Reverend Parris. (XVII) Two-thirds of Parris's salary was paid in provisions, and since Putnam was the largest landholder and an avid supporter of Reverend Parris, it seems reasonable to conclude that a good deal of the rye he received came from the Putnams. (XVIII) Another of the afflicted girls, Elizabeth Hubbard was a servant in the home of Dr. Griggs. (XIX) As the only doctor in town Dr. Griggs would probably have had many occasions to treat the often sick Ann Putnam, Sr. (XX) And since doctors were usually paid in provisions, Dr. Griggs would probably have had some Putnam rye.

(XXI) Mary Warren exhibited symptoms of ergot poisoning although it is unclear how she would have obtained the infected grain. (XXII) Sarah Churchill's affliction was probably a fraud so there is no need to trace where she would have obtained rye.

(XXIII) The symptoms of the afflicted girls are symptoms of ergot poisoning. (XXIV) The choking is a sign of the effect of the disease on the involuntary muscle fibers. (XXV) The biting, pinching, and pricking may allude to the crawling, tingling sensation under the skin experienced by ergotism victims. (XXVI) Vomiting and difficulties with the bowels are also symptoms of ergotism. (XXVII) The visions of spectres seen by the afflicted but by no one else have all the characteristics of hallucinations brought on by the use of LSD, which ergot poisoning also brings on. (XXVIII) It should be noted that several of the people who reported having these visions were otherwise reliable and respectable people.

C-5B Colonies

Salem Witchcraft
Historian D (1976,1982)

(XXIX) The Salem Witch Trials were not supported outside the local area; most people were opposed. (XXX) This fact supports the theory that the hysteria was caused by local infection of rye by ergotism. (XXXI) The coincidence of the afflicted girls to consumption of rye and the symptoms of the girls in common with ergotism, show that ergot poisoning was indeed the Satan which caused the witch hysteria of 1692.

C-5B Colonies

SALEM WITCHCRAFT

HISTORIAN E (1969)

(I) Other historians are wrong in how they have viewed the Salem Witch Trials of 1692. (II) They assume that: (1) there was no witchcraft practiced in Salem; (2) the girls lied in accusing other people; (3) the ministers caused the Trials by whipping the people into "mass hysteria" with their sermons; (4) the killing of people for witchcraft only happened at Salem, Massachusetts. (III) The facts show that these common assumptions are wrong.

(IV) First, witchcraft was practiced in Salem, as it was throughout the world, in 1692. (V) About fifty people in the Salem Trials confessed to being witches. (VI) Tituba, the slave who probably started the girls going crazy and accusing other people of witchcraft, confessed to being a witch. (VII) She said that the Devil had come to her in the shape of a man--a tall man in black, with white hair. (VIII) He had shown her a book and she had made a mark in it, a mark that was "red like blood." (IX) Sometimes the man in black had brought four witches with him--Sarah Good and Sarah Osburn and two women from Boston whose names she did not know--and they had forced her to go with them and afflict the girls.

(X) Bridget Bishop was another person in Salem who practiced witchcraft. (XI) Many people in the village believed she did and two men testified in court that they found in her house several puppets made of rags and hogs' bristles with headless pins in them with the points sticking outward. (XII) This was a common procedure for witchcraft in the 1600's. (XIII) Bridget Bishop could make no reasonable reply to these charges in court.

(XIV) The slave, Candy, confessed to being a witch and brought her puppets to court when asked how she afflicted the girls.

(XV) At least six people testified that Margaret Rule, who was afflicted, was lifted out of her bed "by an invisible force",[1] so that none of her body rested either on the bed or any other support (levitation).

(XVI) There is no question that witchcraft was practiced in Salem in 1692. (XVII) More importantly, almost everyone in Salem, and in the world in 1692, believed in witchcraft.[2] (XVIII) For people who believe in witchcraft can be afflicted by it.

(XIX) Second, although some of the girls may have lied in accusing other people, most of them did not lie. (XX) What actually happened was that the girls were hysterical in the medical sense of that term. (XXI) (Hysterical means that a person is in a mental state of mind which causes certain symptoms--like pain or convulsions. (XXII) That is, the person really suffers the pain, but because of his mental state.)

(XXIII) Witnesses repeatedly said that the girls' fits were so grotesque and so violent that they could not possibly be acting. (XXIV) For example, the Reverend John Hale of Beverly wrote, "Their arms, necks, and backs were turned this way and that way so as it was impossible for them to do of themselves, and beyond the power of any epileptic fits, or natural disease to effect."[3] (XXV) The symptoms the girls had, moreover, were the same symptoms which psychologists identified for typical hysterics--pain in the legs, then other organs, then choking in the throat, for example.

(XXVI) Third, the ministers did not whip the people into "mass hysteria" which then led to the Trials. (XXVII) Rather, the ministers tried to control the Trials from the beginning. (XXVIII) It is well to remember that the Trials were held by governmental authorities, not ministers. (XXIX) Before anyone was executed, Cotton Mather, a leading clergyman in Massachusetts, suggested that the afflicted people be cured by prayer, and that the court had to be very careful about what evidence it allowed so that no innocent people would be executed.[1] (XXX) Later, in another letter, several Boston ministers questioned the evidence used by the court to convict people.

(XXXI) The fourth point assumed by other historians is that witchcraft executions only occurred in Salem. (XXXII) In fact, thousands of people were killed for witchcraft in Europe before and during this time period. (XXXIII) For example, 900 accused witches were burned in one German city and 5,000 were burned in one province alone.

(XXXIV) It is clear that historians have been wrong in their views of the Salem Witch Trials of 1692. (XXXV) The evidence shows that witchcraft really was practiced in Salem and it really affected people. (XXXVI) Second, the girls did not lie in accusing others. (XXXVII) Rather they were medically hysterical, thinking they were being attacked by witches. (XXXVIII) Third, the ministers did not cause the Trials. Rather they tried to correct the abuses of the Trials. (XXXIX) Fourth, Salem was by no means unique in killing people for witchcraft. (XL) This new evidence helps us to understand the Trials as they really were.

[1] Cotton Mather obtained signed confirmations of this and other instances of levitation. Recorded in Robert Calef, More Wonders of the Invisible World (1823).

Sarah Good was requested by Nicholas Noyes at her execution to confess to being a witch. She replied, "I am no more a witch than you are a wizard, and if you take away my life God will give you blood to drink." She was executed. Tradition has it that twenty-five years later, when Noyes lay dying, he choked upon blood that poured from his mouth.

[2] George Burroughs also had a reputation for the occult. He tricked his wife and brother-in-law into thinking he knew of one of their conversations through occult powers (actually, he had probably been eavesdropping). He said, "My God makes known your thoughts to me." Both he and his wife and brother-in-law understood from this that his god was the Devil. The Christian God doesn't deal in occult powers about family gossip, but the Devil does. He also was caught lying at his trial, and he hadn't taken communion for a very long time.

[3] George Lyman Kittredge, Witchcraft in Old and New England. (Cambridge, Mass: 1929) p. 338.

One example is Mary Warren, who was reported on September 2 as having "a pin run through her hand and blood running out of her mouth." Recorded in W. Elliott Woodward ed., Records of Salem Witchcraft, (Roxbury, Mass: 1864), II, p. 155. How could this girl have been faking?

[4] Letter from Cotton Mather to Judge John Richards, May, 1692, recorded in Massachusetts Historical Society Collections, 4th Series, VIII, pp. 391-97.

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C-5B Colonies

SALEM WITCHCRAFT

HISTORIAN F (1970)

(I) The causes of the Salem witch hysteria of 1692 are difficult to figure out. (II) A clue to the causes is provided by a look at the persons accused, however. (III) Tituba was a slave, Sarah Osborne was a bedridden old woman, and Sarah Good was a beggar who was difficult with whom to get along. (IV) Thus, all of these people were outcasts from society. (V) They were easy to pick on. (VI) Society gained from the trials by showing the limits of anti-social or deviant behavior. (VII) Therefore, the trials were probably attempts to control social behavior and insure conformity.

SALEM WITCHCRAFT

HISTORIAN G (1964)

(I) Many historians have focused on the reasons for the original outbreak of the witch hysteria of 1692 and on conditions in the society which enflamed it. (II) Why 1692? Why then, in a society which had believed in witchcraft all along? (IV) A look at the conditions in 1692 shows that there were many factors which caused instability at the time. (V) There was Bacon's Rebellion in Virginia, Leisler's Rebellion in New York, and a Protestant revolt in Maryland. (VI) In Massachusetts, Puritanism was declining and people feared God's wrath and the possibility of inroads by the devil's agents as a result. (VII) This was compounded by the fact that in 1684 Massachusetts lost its charter and a royal governor, Sir Edmond Andros, came to rule the colony along with the rest of New England. (VIII) With the outbreak of civil war in England in 1688, the people of Massachusetts threw Andros out and the colony received a new charter. (IX) Nevertheless, through this whole period the colony had an air of tentativeness and indecision in political affairs.

(X) Besides the political and religious unrest, the colony in 1691-92 was torn by a lot of arguments, the threat of Indian attack, war with the French, high taxes, a severe winter, threats of smallpox, and local disagreements over land claims. (XI) It is these many unstable conditions which collectively are the reasons why the original accusations in Salem Village ended in a full-scale hysteria and witchhunt. (XII) The situation was so tense that when there was a spark, it exploded.

SALEM WITCHCRAFT

HISTORIAN H (1974)

(I) Until now, historians of the Salem Witch hysteria of 1692 have focused on why the girls originally accused others of witchcraft. (II) This focus on the girls has drawn attention away from a much more important question, which is why the adults listened to the girls. (III) It was the parents who could have squashed it, but it was the parents who listened, and even encouraged it. (IV) Indeed, it was adults who first asked, "Who is it that afflicts you?" (V) Only at this point did the girls begin to accuse people.

(VI) When one examines the adult world of Salem Village, one finds some psychological reasons for people to lash out at others. (VII) It wasn't that the accusers consciously used the trials to get even with their enemies; it was more that the accusers saw in the accusations an explanation for why things were not working out the way they wanted them to work out. (VIII) The accusers were not so reluctant to believe that their enemies were allied with the Devil. (IX) It is to Salem Village, then, that a study should be directed, for by examining the divisions within the village an understanding of the witch hysteria will be gained. (X) If the divisions within the village were the main cause, we should see that the accusers and defenders of the witches should have been on the opposite sides of issues.

(XI) The main issue dividing the people of Salem Village was whether it should have an independent government from Salem Town. (XII) Salem Village, by the 1690's, was mainly agricultural and Salem Town was becoming more centered around commerce and more dominated by merchants.[1] (XIII) The farmers in Salem Village who did not trade much with Salem Town did not gain much from being part of the Town, and worse, paid taxes to the Town. (XIV) This was especially true for farmers in the northwest section of the Village, which was remote from Salem Town. (XV) These farmers saw the increased commercialization of Salem Town as a symbol of the commercialization of their whole society, something which the Bible warned against. (XVI) This group of farmers pressed hard for independence from Salem Town, but it was opposed by a second group. (XVII) This second group was composed of farmers who sold their crops through Salem Town and of merchants who lived along the Ipswich Road and so who had many contacts with people from the Town.[2] (XVIII) These people gained by the Village having close contact with the Town, so they opposed separation.

(XIX) The central issue in struggle over independence for the Village was the Church. (XX) Those favoring a separate government for the Village also favored a separate church and a separate, ordained minister; they were opposed by the group which wanted to stay as part of the Town. (XXI) In the 1670's the Village achieved a somewhat independent church, but this led to numerous disputes over the next twenty years. (XXII) Several petitions were drawn up to the Massachusetts legislature (called the General Court), some in opposition to the ministers, others supporting them. (XXIII) In 1689 Reverand Samuel Parris was ordained, thus giving the Salem Village Church its independence.[3] (XXIV) Yet opposition again arose against the new minister.[4] (XXV) The controversy was at a different point when the witch accusations began in 1692.

C-5B Colonies

Salem Witchcraft
Historian H (1974)

(XXVI) The pattern of accuser and accused shows very well that the divisions within the village help account for the hysteria. (XXVII) Almost all of the accusers lived in the western part, and thus more remote from Salem Town, of the village, while the defenders were in the eastern part of the illage, closer to the Ipswich Road and to Town.[5] (XXVIII) Most of the accusers were later signers of a petition supporting Reverend Parris, while defenders mostly signed a petition in opposition to him.[6] (XXIX) Accusers were, on a whole, from the middle and lower classes, while defenders were more prosperous--almost all of the richest families in the village were defenders.[7]

(XXX) It is important to note that two of the afflicted girls were from Reverend Parris' household, one his daughter, the other his niece. (XXXI) Three other of the afflicted were from the household of Thomas Putnam, Jr. (XXXII) Putnam was from a wealthy family, but his family was opposed to close ties with Salem Town. (XXXIII) More importantly, Putnam's family felt it had been tricked out of its rightful inheritance by his father's second wife, Mary Veren, who was from Salem Town, and by Israel Porter, a villager who supported closer ties with Salem Town.

(XXXIV) These patterns show that the accusers had real motives stemming from divisions within Salem Village to attack certain people. (XXXV) This does not, however, offer the whole explanation for what transpired in 1692, since many of the leaders of the anti-Parris group were not accused of witchcraft. (XXXVI) It seems that the girls accused whomever they decided to accuse, but adults in the pro-Parris group did not stop the accusations because most of the accused were in the anti-Parris group.

(XXXVII) Another factor which must be considered is the fact that of the 142 persons named as witches in 1692, 82% lived outside Salem Village. (XXXVIII) This suggests that the people of Salem Village were striking out at outside forces, forces of commercialization and evil which threatened to change their illage, and indeed were changing them. (XXXIX) Reverend Parris identified those forces in a sermon in 1690 as a "lamentable harmony between wicked men and devils, in their opposition of God's kingdom and interests."[8] (XXXX) For the people of Salem Village felt drawn away from their pure religion toward a commercial orientation for which they felt guilty. (XXXXI) In their guilt and their effort to resist this change they fueled the flames of the witch hysteria of 1692.

C-5B Colonies

SALEM WITCHCRAFT

Historian H (1974)
Footnotes

[1]See map #2.

[2]See map #5.

[3]The ordination of a minister to lead the village church gave the church recognition of independence.

[4]Some people in the village did not pay their taxes to support the minister, some people objected to the terms under which Reverend Parris was hired, and there was a dispute over the villagers' obligation to bring Reverend Parris firewood.

[5]See map #1.

[6]Of the 27 who supported the Witchcraft trials by testifying against one or more of the accused witches, 21 later (in 1695) signed the pro-Parris petition, 6 signed the anti-Parris petition. Of the 20 who registered their opposition to the trials, one signed the pro-Parris petition, 19 signed the anti-Parris petition. Pro-Parris and anti-Parris petitions: church records, following the entry for April 3, 1695; data on accusers and defenders from "verbatim transcripts of Salem Witchcraft Papers, Compiled under the supervision of Archie N. Frost, Clerk of Courts" (1938).

See also map #3. This map shows the coincidence of pro-Parris petitioners with accusers, and anti-Parris petitioners with defenders as shown in map #1. Map #4 shows the landholdings of the pro-Parris and anti-Parris groups. Again the map illustrates that anti-Parris people lived nearer to Salem Town and the Ipswich Road and so were more opposed to independence for Salem Village.

[8]Reverend Samuel Parris, Sermon Book, January 12, 1690.

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Map 1 The Geography of Witchcraft: Salem Village, 1692

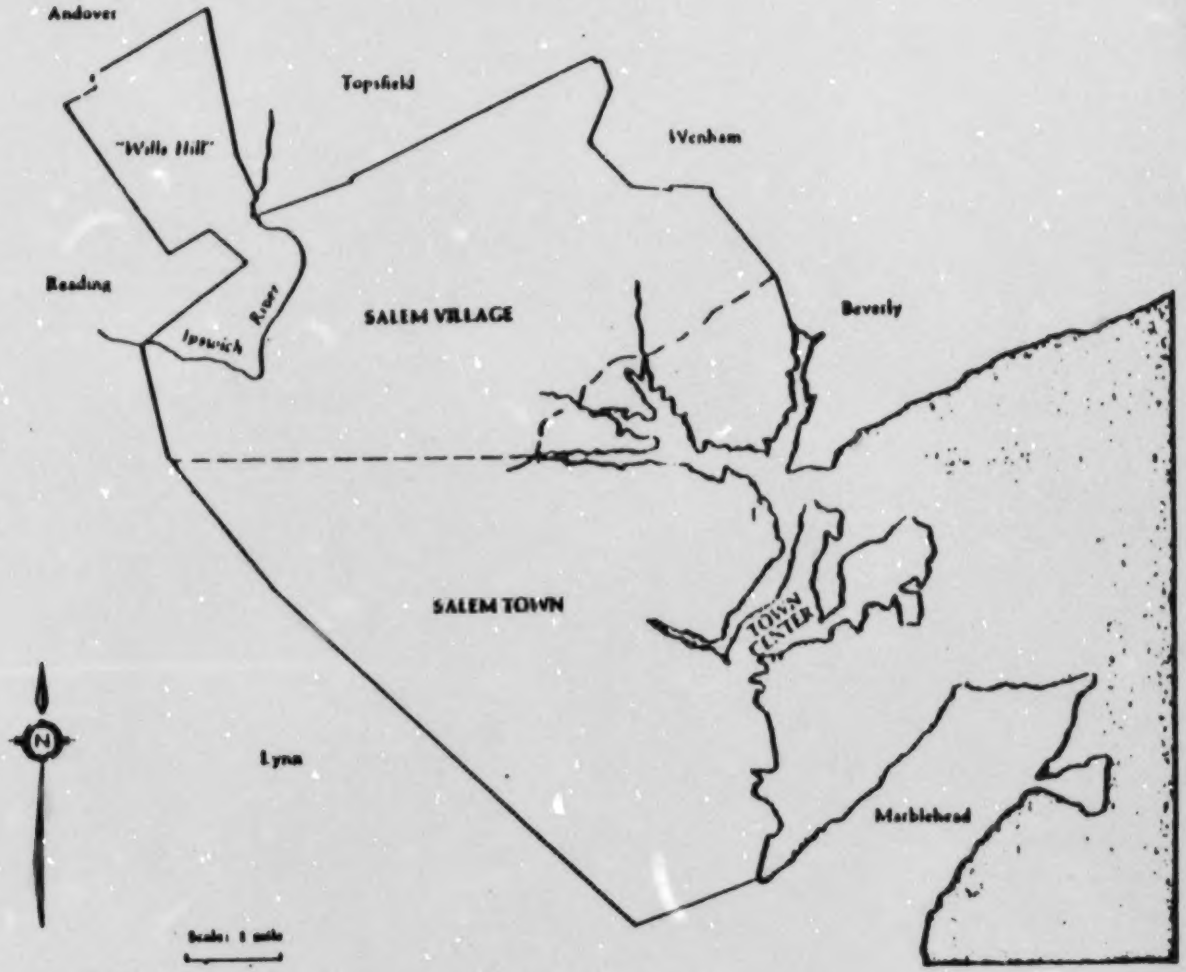
Sources: Residential map of Salem Village in 1692 included as a frontispiece to volume one of Charles W. Upham, *Salem Witchcraft*, 2 vols. (Boston, 1867). W. Elliott Woodward, *Records of Salem Witchcraft, Copied from the Original Documents*, 3 vols. (Roxbury, Mass., Privately printed, 1864; reissued in one volume New York, Da Capo Press, 1969).

Note: The non-Village accused witches shown on this map are those whose places of residence lay on the fringes of the Village boundaries. The following persons are not included on the map or in the accompanying discussion: the "afflicted girls" (see note 30); Sarah and Dorcas Good, who had no fixed residence; Mary Derich, whose residence we have been unable to locate; and the five Villagers who were both accusers and defenders in 1692.

Key:
A = Accuser
D = Defender
(W) = Accused witch

Scale: 1 mile

Map 2 Salem: Town and Village



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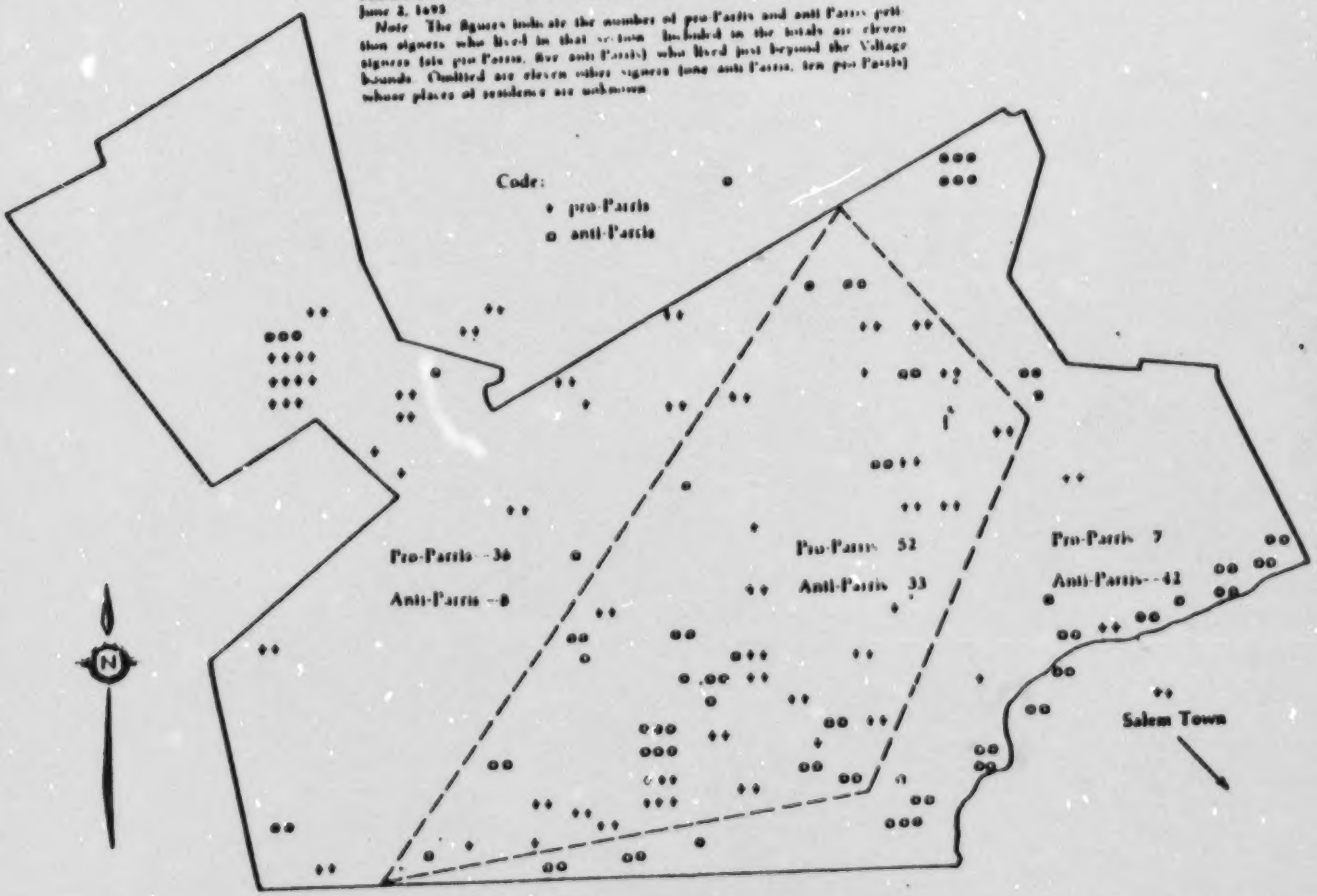
Map 3 The Geography of Factionalism: Residential Pattern of the Signers of the Pro-Parris and Anti-Parris Petitions of 1695

Sources. The residential map of Salem Village included as a frontispiece in volume I of Charles W. Upham, *Salem Witchcraft*, 2 vols. (Boston, 1867), the pro-Parris and anti-Parris petitions, with signatures as transcribed by Samuel Parris in the Salem Village Church Records preceding the entry for June 3, 1695.

Note. The figures indicate the number of pro-Parris and anti-Parris petition signers who lived in that section. Included in the totals are eleven signers (six pro-Parris, five anti-Parris) who lived just beyond the Village bounds. Omitted are eleven other signers (one anti-Parris, ten pro-Parris) whose places of residence are unknown.



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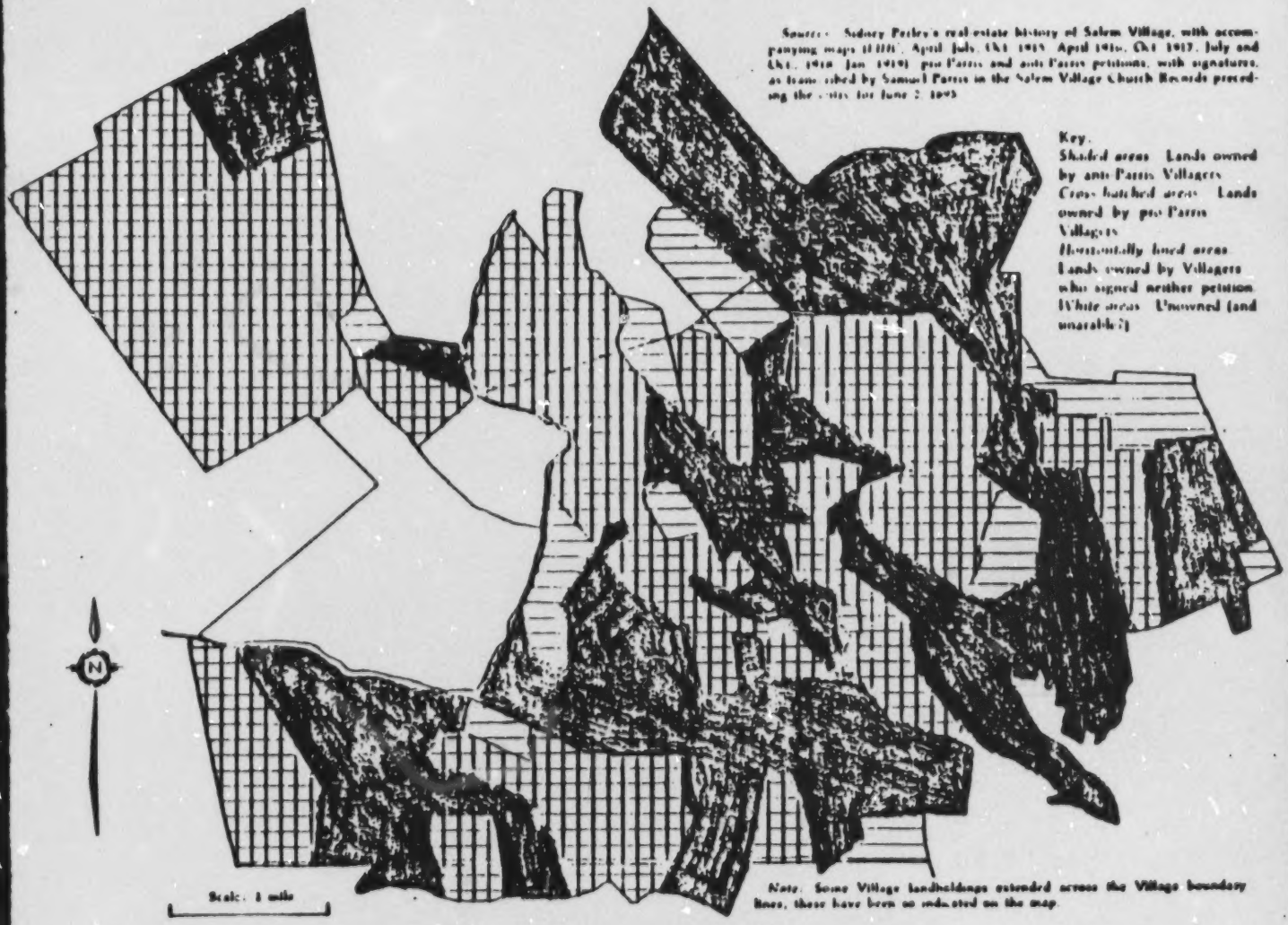
Map 4 **Land Ownership and Factionalism: Salem Village in 1695**



Sources: Sidney Perley's real estate history of Salem Village, with accompanying maps (1.III). April-July (Oct 1913 April 1914, Oct 1917, July and Oct. 1918 Jan 1919) pro Parris and anti Parris petitions, with signatures, as transcribed by Samuel Parris in the Salem Village Church Records preceding the entries for June 2 1695

Key:
Shaded areas Lands owned by anti Parris Villagers
Cross-hatched areas Lands owned by pro Parris Villagers
Horizontally lined areas Lands owned by Villagers who signed neither petition
White areas Unowned land unarable?)

Note: Some Village landholdings extended across the Village boundary lines, these have been so indicated on the map

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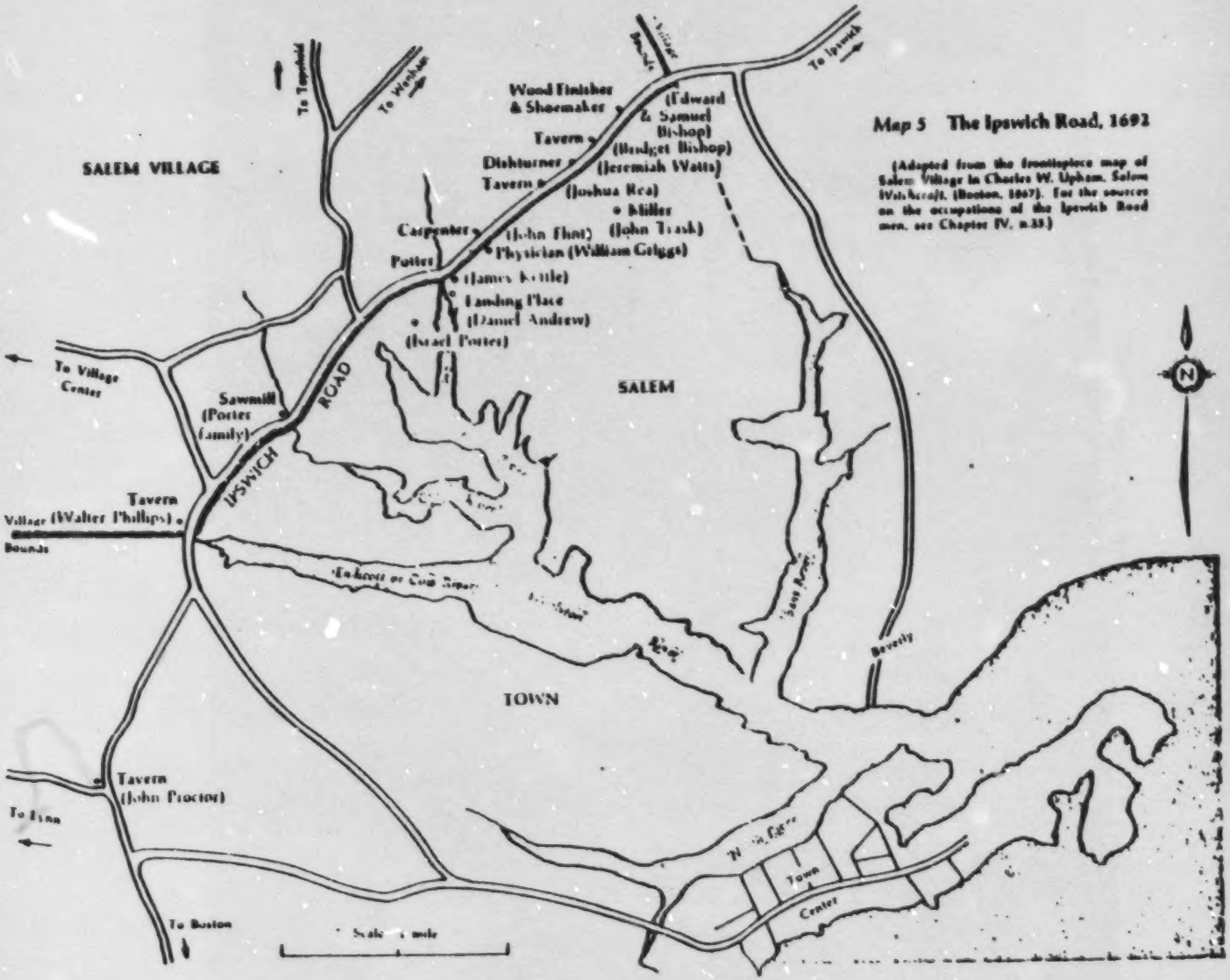

Map 5 The Ipswich Road, 1692

(Adapted from the frontispiece map of Salem Village in Charles W. Upham, Salem Witchcraft, (Boston, 1867). For the sources on the occupations of the Ipswich Road men, see Chapter IV, n.33.)

C-5B Colonies

SALEM WITCHCRAFT

QUESTIONS - HISTORIAN A

_____ 1. What is the main point of this reading?
   A. Spectral evidence should not have been allowed in the Salem Witch Trials.
   B. The primary cause of the hysteria was the excesses of the clergymen.
   C. The religious leaders knew they were losing control of the colony.
   D. The witch hysteria helped the religious leaders to regain control of the colony.

_____ 2. Look at the relevant information sheet. Which of these pieces of evidence is relevant to this reading? That is, which pieces of evidence help to prove or disprove the theory of the reading? Write the numbers on the line.

3. How do these pieces of relevant information affect the viewpoint in the reading? Do they tend to prove it or disprove it? Explain.

4. Overall, how strong is this viewpoint? Explain.

C-5E Colonies

SALEM WITCHCRAFT

QUESTIONS - HISTORIAN B

_____ 1. What is the main point of this reading?
A. Adults interpreted the girls' fits as the work of the Devil.
B. The girls should not have been believed.
C. The main cause of the witch hysteria was the many disputes between neighbors in the village.
D. The girls' wild behavior was so unusual that people's disputes affected them and led to many accusations.

_____ 2. Look at the relevant information sheet. Which ones are relevant?

3. How do these pieces of relevant information affect the theory in the reading?

SALEM WITCHCRAFT

QUESTIONS - HISTORIAN C

_____ 1. What is the main point of this reading?
A. The main cause of the witch hysteria was the boredom and imaginations of the teenage girls, who should not have been listened to by the adults.
B. The slave Tituba caused the witch hysteria by filling the girls full of stories about the Devil.
C. Adults believed the girls and sent innocent people to their death.
D. The frenzy of 1692, with the faked symptoms, was not good for the colony.

2. Can you think of any weaknesses in this point of view?

QUESTIONS - HISTORIAN E

_____ 1. What is the main point of this reading?
A. Some people in Salem Village practiced witchcraft.
B. The main cause of the witch hysteria was the fact that people actually practiced witchcraft.
C. The main cause was people's belief in and some people's practice of witchcraft.
D. The clergy opposed the excesses of the trials but couldn't control the situation.

2. Can you think of any weaknesses in this point of view?

3. In which of the following paragraphs does Historian E offer evidence to support his arguments? Write "evidence" or "no evidence".

_____ A. Paragraph 1

_____ B. Paragraph 2

_____ C. Paragraph 3

_____ D. Paragraph 7

C-5B Colonies

SALEM WITCHCRAFT

QUESTIONS - HISTORIAN D

_____ 1. What is the main point of this reading?
   A. Swampy meadows cause rye to become infected with ergot poisoning.
   B. The weather conditions in 1691 favored the growth of the ergot fungus.
   C. The afflicted girls were on LSD trips from ergot poisoning.
   D. Ergot poisoning is what caused the girls to have their original symptoms which led to the witch hysteria.

2. Suppose the author of this theory were in our classroom and you could ask her two questions. What two questions would you ask to help you judge how good her theory is?

   A.

   B.

3. The author mentions specific cases of the afflicted girls to support her theory that most or all of the afflicted had ergot poisoning:

_____ A. What kind of argument is this?
   a. Evidence
   b. Cause and effect
   c. Sample
   d. Proof
   e. Debating

   B. How good is the sample of cases which the author uses? Explain.

4. How good is this theory?

C-5B Colonies

SALEM WITCHCRAFT

QUESTIONS - HISTORIAN F

_____ 1. What is the main point of this reading?
A. Tituba, Sarah Osborne, and Sarah Good were outcasts from the Salem Village society.
B. The causes of the witch hysteria of 1692 are difficult to figure out.
C. The trials were probably attempts, by picking on outcasts from society, to control social behavior.

_____ 2. Look at the relevant information sheet. Which ones are relevant?

3. How does the relevant information affect the theory in the reading?

_____ 4. What fallacy does the author of this reading commit when he selects out certain cases of the accused witches who were outcasts (which supports his theory) but leaves out other cases of accused people who were not outcasts (which disproves his theory)?
A. False scenario
B. Single cause
C. Special pleading
D. Appeal to the mean
E. None of the above

_____ 5. The author argues that society benefitted because of the trials by showing the limits of antisocial behavior; therefore the trials were attempts by society to control behavior. What is wrong with this argument?
A. The two cases are not really similar.
B. The results of something do not have to be intended by the people beforehand.
C. Society wasn't right to start the trials.
D. Prevalent proof.

SALEM WITCHCRAFT

QUESTIONS - HISTORIAN G

_____ 1. What is the main point of this reading?

A. The losing of the Massachusetts charter was the main cause of the Salem Witch hysteria.

B. The Salem Witch Trials caused a lot of disruption and conflict in Massachusetts.

C. Unstable conditions in the Salem area and in Massachusetts was the main cause of the witch hysteria.

D. Local land disputes in Slaem Village was the main cause of the witch hysteria of 1692.

2. This historian offers several pieces of evidence to support his theory. Which of these pieces of evidence seems unusual, and which seems like it is not so unusual to have caused such a hysterical event?

Evidence	Probably led to hysteria	Probably didn't lead to hysteria	Reason for your choice
1. Bacon's Rebellion, Leiser's Rebellion, Protestant revolt			
2. Puritanism declining			
3. Massachusetts lost its charter			
4. Threat of Indian attack; war with French			
5. High taxes			
6. Threat of smallpox			
7. Local disagreements over land			

3. How strong is this theory?

_____ 1. What is the main point of this reading?
A. The main cause of the witch hysteria is answered by asking why the adults listened to the afflicted girls.
B. The divisions within Salem Village are the main cause of the witch hysteria.
C. The divisions about the church in Salem Village are the main cause of the witch hysteria.
D. The Putnams were a key factor in the witch hysteria.

_____ 2. In sentence XXXVII evidence is offered by the author. This evidence does what to his theory?
A. Offers major support
B. Offers minor support
C. Does not affect the theory
D. Shows an important weakness
E. Shows a minor weakness

3. This author offers the following arguments to support his main point.

Argument	Weak or strong argument?	Explain
1. Accusers were farmers who wanted separation from Salem Town while the accused favored staying with Salem Town.		
2. Accusers were favorable to Reverend Parris while the accused opposed him.		
3. Accusers were poorer than the accused.		
4. Five of the afflicted girls came from households which had a motive to accuse other people; they were key people in the disputes.		
5. Leaders of the anti-Parris group were not accused.		
6. People in Salem Village accused people outside the Village in an effort to strike out at the outside, changing world.		

C-5B Colonies

SALEM WITCHCRAFT

WORKSHEET - HYPOTHETICAL QUESTIONS

I. Suppose you were a historian and you found the following information on the Salem Witchcraft Trials. Write down which view each piece of information would affect most directly and then write how it would affect it and give your reason. The first one is done for you.

SUPPOSE YOU FOUND:	VIEW IT WOULD AFFECT	HOW IT AFFECTS IT (Strengthens, weakens)	EXPLANATION
1. A letter by a group of clergymen stating that they opposed the trials.	Historian A	weakens	shows that some clergymen tried to slow down or stop the trials.
2. George Jacob was accused of witchcraft and hanged on August 19th. Previously he had had a disagreement with Nathaniel Putnam about several horses which Mr. Jacob may accidentally have caused to drown. The Putnams were one of the leading families on the side of the accusers.			
3. One of the afflicted girls said at one point to the judges in regard to her accusations, "I must have some sport (fun)..."			
4. Numerous 16th-century English people afflicted with the same symptoms as the Salem girls later confessed that they had faked the convulsions.			
5. In outbreaks of ergot poisoning in Europe, everyone who ate rye bread in a family got the symptoms of ergotism, not just the teenagers.			
6. Thomas Hobbes, who was skeptical of witchcraft, wrote in 1651, "As for witches, I think not that their witchcraft is any real power; but yet they are justly punished for the false belief they have that they can do such mischief."			
7. Historians have shown that many parts of witchcraft confessions were untrue.			
8. Cotton Mather wrote a book in October, 1692 defending the Trials.			

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C-5D Colonies

Salem Witchcraft
Worksheet - Hypothetical Questions

II. Evidence evaluation:

A. How good is the evidence in #3? (Look at your checklist in the Guide.)

B. How good is the evidence in #4?

C. How good is the evidence in #5?

D. How good is the evidence in #6?

C-5B Colonies

Salem Witchcraft

Worksheet

Film: "The Witches of Salem"

So far you have read several different interpretations in regard to the Salem Witchcraft Trials of 1692. Now you're going to watch a film about the Trials. Films have points of view, also. They make arguments, not through statements but through what is portrayed in them. Discovering the point of view or argument of a film is not easy. You have to watch carefully.

In viewing a film, watch for the parts which the filmmakers could not have known from the evidence, but rather had to <u>infer</u>, or guess at. These are the parts which show the point of view of the filmmaker, since he/she has to fill in these parts from what he/she already thinks. Write any <u>inferences</u> or possible <u>bias</u> in the space below:

Another aspect of films is the more subtle persuasive powers of this medium. Write in the space below anything you notice about music, camera angles, character portrayal and so forth:

Keep a mental note (or write notes below) of the times when the film seems to support each of the historians. Thus, if someone in the film takes a bite of rye bread and then goes crazy, you'd jot down Historian D. At the conclusion of the film write down which of the viewpoints (Historians A through H) the film seems to put forth. It can be a combination of several views.

How strong is the evidence presented in this film? Keep track of the evidence presented and at the end of the film evaluate it. How does the evidence presented in a film compare with evidence presented by historians in written interpretations?

C-5B Colonies

Salem Witchcraft

Worksheet A on Viewpoints

Analysis	Historian A	Historian B	Historian C	Historian D
Main Point				
Assumptions Find one (Write in the sentence number if there is one)				
Reasoning Type (Proof, Cause and Effect, Sample, Comparison, Debating)				
Key Question (Does the historian do well on these questions?) Are there fallacies?				
E Evidence Write "none," or the specific evidence. (evaluate one piece of evidence offered, if any is offered)				
R Relevant Information Does it tend to prove or disprove this theory? Write the number of the evidence(s) + "prove" or "disprove"				

C-5B Colonies

Salem Witchcraft

Worksheet A on Viewpoints

Analysis	Historian E	Historian F	Historian G	Historian H
Main Point				
Assumptions				
Reasoning Type				
Key Question				
Evidence				
Relevant Information				

C-5B Colonies

Salem Witchcraft

Worksheet B on Viewpoints

Analysis	Historian A	Historian B	Historian C	Historian D
Main Point				
Assumptions (Find one-write in the sentence number, if there is one).				
Words (Value/Undefined)				
Fallacies (Find one fallacy, if possible, or write "none")				
Evidence (write "none," or the specific evidence-evaluate one piece of evidence offered, if any is offered)				
Relevant Information (Does it tend to prove or disprove this theory? Write the number of the information and "prove" or "disprove").				

C-5B Colonies

Worksheet B on Viewpoints (continued)

Analysis	Historian E	Historian F	Historian G	Historian H
Main Point				
Assumptions				
Words				
Fallacies				
Evidence				
Relevant Information				

C-5B Colonies

SALEM WITCHCRAFT

WORKSHEET ON VIEWPOINTS

I. Chart of Views:

VIEWPOINT	MAIN POINT	RELEVANT INFORMATION RELATED TO THIS VIEWPOINT	WEAKNESSES
Historian A			
Historian B			
Historian C			
Historian D			
Historian E			
Historian F			
Historian G			
Historian H			

II. Write below which viewpoint (or combination) you think is the best explanation for the witch hysteria and be prepared to defend it.

Sources - Stamp Act

#1 D. Duane Cummins (historian) The American Revolution, p. 27

Stamp, duties as a source of revenue had been used with success in England for some time. The colonies of Massachusetts and New York had passed stamp duties of their own during the 1750's.

#2 George Grenville speaking (in quotes) quoted in Edmund Morgan (historian), The Stamp Act Crisis, p. 77.

Grenville announced a delay of one year in the Stamp Act. The reason for the delay, he explained was "that the colonies might take advantage of the delay to offer any objections they might have to the tax, or to suggest some more satisfactory tax, or to raise the money themselves in any way they saw fit."

#3 Charles Garth (A Colonial spokesman in London) A letter to the Committee of Correspondence of the South Carolina Assembly, June 5, 1764 (Letter reprinted in the English Historical Review, 54 (1939), 646-48). (Letter summarized and rephrased by the author of this booklet).

Since I wrote you last, the Colonial Agents (spokesmen for the colonies) had a meeting with Mr. Grenville. (This meeting took place a short time after the announcement of the one year delay of the Stamp Act). We asked Mr. Grenville for copies of the proposed Stamp Act so we could take it back to the people in the colonies. Then the colonists would be far better able to decide whether or how far to approve or disapprove of it. But Mr. Grenville told us he couldn't show us a copy of the Stamp Act for two reasons. First, the Stamp Bill (or Act) had not been put in its final or best form. Second, he felt the colonists shouldn't have any objections to it anyway because it seemed only natural for the colonists to pay their fair share of taxes for the defense of America. The Mother Country (England) was in immense debt, he said, and needed all the assistance it could get from the colonies.

Mr. Grenville then said that he had made the one year delay out of his good will for the colonists in America. He had thought a great deal about the tax and felt it was the best for the colonies. The colonies would have had great difficulties coming up with a tax, anyway. So when the colonists considered the Stamp Act he said they would agree it was the best for America, and he would be glad to take it to Parliament with the colonist's approval.

He said that some Colonies might object that they couldn't afford the tax, but said those objections would carry little weight with Parliament. He mentioned that the stamp tax (Post Office) in New York showed that Parliament had the right to put on a stamp tax. We asked him about the items to be taxed and the amount of the tax and he said he would consult with us before meeting with Parliament to receive our ideas on those points.

#4 D. Duane Cummins, (historian) The American Revolution, p. 62.

After proposing the stamp tax, George Grenville allowed a one-year delay prior to its enforcement. This apparent concession, in reality, gave the colonies a year to agree to the stamp tax. Grenville knew the colonies would not suggest alternative measures themselves.

#5 M. Sosin (historian), Agents and Merchants, p. 54

In no case did the previncial (colonial) legislatures in North America propose a practical alternative to the stamp bill or allow their agents (in London) grounds for compromise.

#6 John Ploughshare (Englishman) "I am for Old England" London Chronicle, February 20, 1766.

When the peace came (in 1763 in the French and Indian War), and I understood that we (the British Empire) had got all America to ourselves, I thought it would be a great thing for old England; and that our fellow-subjects in that part of the world would trade with us more extensively than ever, and be ready to contribute, according to their abilities, to the payment of our debts and taxes, especially as a great part of the debt...had been contracted (was because of) in the late war (the French and Indian War), undertaken upon their account (for the benefit of the colonies), and ending to their advantage. When I heard that they were mobbing the King's Officers, and declaring openly that the Parliament of England had no right to tax them, I was as much astonished as if a field where I had sowed barley should turn up peas....

I think it no shame to say, that I am for Old England; and I hold it neither fair nor honest in the Americans and their advocates to say, that they will not pay any part of the expense even of that army which defends them against the savages.

#7 William Pym (Englishman) "The British Parliament Can at Any Time Set Aside All the Charters," London General Evening Post, August 20, 1765.

The people of the colonies know very well that the taxes of the Mother country (England) are every day increasing; and can they expect that no addition whatsoever will be made to theirs? They know very well that a great part of our national debt was contracted (was because of) in establishing them on a firm foundation, and protecting them from the arbitrary attempts of their implacable enemies (the Indians and the French). To be sure, Sir, in assisting the colonies we had an eye to our own interest. It would be ridiculous otherwise to squander away our blood and our treasure in their defense. But certainly the benefit was mutual; and consequently the disadvantage should be mutual too.

#8 Anti-Sejanus (a pseudonym-an Englishman) "The Whole Stamp Act Appears to Be Unexceptionable." London Chronical, XVIII, 523 (November 28-30,1765).

(The stamp tax) does not oppress the manufacturer, does not impede trade, does not fall upon any of the common necessaries of life, nor affect the poorer class of people.... It is levied (put on) upon men of property and opulence (great wealth); (and is so small a tax that it will hardly be felt).

#9 Colonel Isaac Barre (Member of Parliament), arguing in Parliament, quoted in Knollenberg (historian) The Origins of the American Revolution, p.p. 206-207.

> They (the colonists) planted by your(English) Care? No! Your oppressions planted em in America. They fled from your tyranny to a then uncultivated and unhospitable country---.
> They nourished up by your indulgence (being too lenient) they grew by your neglect of Em: - as soon as you began to care about Em. that care was exercised in sending persons to rule over Em.....
> They protected by your Arms? They have nobly (heroically) taken up Arms in your defense (for the defense of England).

#10 Statement in Parliament at the passage of the Stamp Act, March, 1765, quoted in Knollenberg (historian) The Origins of the American Revolution, p. 206.

> And now will these Americans, Children planted by our Care, nourished up by our Indulgence (being too lenient) until they are grown to a degree of Strength and Opulence (great wealth) and protected by our Arms, will they grudge (complain) to contribute their mite (money) to relieve us from the heavy weight of that burden (the debt from the French and Indian War) which we lie under.

#11 Resolutions of the Stamp Act Congress, October 19, 1765.

> The members of this Congress---esteem it our indispensable duty to make the following declarations of our humble opinion (regarding the) several late Acts of Parliament (the Stamp Act):

I. That His Majesty's subjects in these colonies, owe the same allegiance to the Crown of Great - Britain, that is owing from his subjects born within the realm, and all due subordination to that august body the Parliament of Great - Britain.

II. That His Majesty's liege subjects in these colonies, are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great - Britain.

III. That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives. (No taxation without representation.)

IV. That the people of these colonies are not, and from their local circumstances cannot be, represented in the House of Commons in Great - Britain.

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colonies, are persons chosen therein by themselves, and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures.

VI. That all supplies to the Crown, being free gifts of the people, it is unreasonable and inconsistent with the principles and spirit of the British Constitution, for the people of Great - Britain to grant to His Majesty the property of the colonies. (The Stamp Act is unconstitutional.)

VII. That trial by jury is the inherent and invaluable right of every British subject in these colonies.

VIII. That the late Act of Parliament, entitled, An Act for granting and applying certain Stamp Duties, and other Duties in the British colonies and plantations in America, etc., (the Stamp Act) by imposing taxes on the inhabitants of these colonies, and the said Act, and several other Acts, by extending the jurisdiction of the courts of Admiralty beyond its ancient limits, have a manifest tendency to subvert the rights and liberties of the colonists. (There was no trial by jury in Admiralty Courts.)

IX. That the duties imposed by several late Acts of Parliament, from the peculiar circumstances of these colonies, will be extremely burthensome and grievous; and from the scarcity of specie (gold and silver) the payment of them absolutely impracticable. (impossible).

#12 D. Duane Cummins (historian), The American Revolution, p. 63

Virginia interpreted the (Stamp) tax as a means whereby members of Parliament could shift the tax burden from their constituent (the people in England who they represented and who could vote them out of office) to the American colonists who had no representation in Parliament.

#13 D. Duane Cummins (historian), The American Revolution, p. 66

To many colonists the stamp tax represented but the first of many future taxes to be levied (put on) against them in order to pay British extravagances (unneccessary spending). American were made aware of the vast amounts of money paid out in the form of pensions to British Officials, many of whom thought lit of purchasing a coach for 800 Pounds or spending 10,000 Pounds on a lavish ball (party). Colonists reasoned that the source of revenue (money) to support these expenditures (spending) and costs of future British wars was to be tax upon themselves.

#14 D. Duane Cummins (historian), The American Revolution, p. 29

The act was expected to raise approximately 60,000 Pounds annuall

this sum was to be used to purchase supplies for the troops stationed in American. Such a moderate expectation (amount) did not impose any real hardships upon the colonists. The historian John C. Miller calculated that 60,000 Pounds "amounted to only one shilling per head (per person) in the colonies, or about one third the value of a day's labor each year."

#15 Soame Jenyns (Englishman, member of Parliament), "The Objections to the Taxation---Considered", Pamphlet published 1765

If the towns of Manchester and Birmingham (towns in England) sending no representative to Parliament, (no actual representati are notwithstanding there represented (by virtual representatior why are not the cities of Albany and Boston equally represented in that assembly? Are they not alike British subjects? Are they not Englishmen? Or are they only Englishmen when they sollicit for protection, but not Englishmen when taxes are required to enable this country to protect them?

#16 George Grenville, Written argument, printed in The Regulations Lately Made, by Thomas Whately (Secretary to Grenville), 1765. Quoted in Edmund Morgan (historian) The Stamp Act Crisis, p.p. 105 - 106.

---They (the colonists) claim it is true the Privilege, which is common to all British Subjects, of being taxed only with their own consent, given by their Representatives---
For the facts is, that the Inhabitants of the Colonies are represented in Parliament: they do not indeed (choose) the Members of that Assembly; neither are Nine Tenths of the People of Britain Electors;---The Colonies are in exactly the same situation: All British Subjects are really in the same;none are actually, all are virtually represented in Parliament, for every Member of Parliament sits in the House not as Representatives of his own Constituents (the people in his district), but as one of that august (dignified) Assembly (i.e. Parliament) by which all the Common (people) of Great Britian are represented. Their Rights and their Interests, however, his own Borough (District) may be effected by (the laws) ought to be the great objects of his attention, and the only Rules for his Conduct. (Translated: Members of Parliament should and do represent the good of all the people of England even when the good of all hurts the good of the people within their own districts. Thus, all citizens of the British Empire are virtually represented in Parliament).

#17 Edmund Morgan (historian) The Stamp Act Crisis, p. 109

--- he (Sir Thomas Youge, Member of Parliament) pointed out that a member of Parliament after his election is "the attorney of the people of England, and as such is at full freedom to act as he thinks best for the people of England in general. He may receive, he may ask, he may even follow the advice of his particular constituents (the people in his district); but he is not obliged, nor ought he to follow

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their advice, if he thinks it inconsistent with the general interest of his country."

This was the general belief in England by 1765.

#18 Summary by Edmund Morgan (historian) of an argument by Daniel Dulaney (colonist) against the Stamp Act, quoted from Edmund Morgan, The Stamp Act Crisis, p.p. 109-111.

In a preface to his pamphlet Dulany acknowledged that "It would now, be an unfashionable Doctrine, whatever the ancient Opinion might be, to affirm that the Constituent can bind his Representative by Instructions." The reason why instructions by voters were not generally considered binding on representatives in England was that, as Grenville said, each member was considered the representative of those who did not participate in choosing him as well as of those who did. But this idea, despite its currency(popularity)had never been defined or carefully scrutinized (examined.) Dulany, accepting it as far as England was concerned, attempted to determine the meaning, and the only way in which he could make sense of it was to assume that a dual representation was involved, whereby those who could participate in elections represented those who could not. In this way the members of Parliament actually represented the voters and virtually represented the non-voters. When this supposition was applied merely to England, it could be defended with some pretense of reason: it could be argued, for example, that voteless Leeds and Birmingham were adequately represented in a Parliament containing members from other industrial boroughs (towns) with similar interests. To extend the concept to the whole empire, however, was to reduce it to absurdity; to say that the voters of England had similar interests to the colonists was so far from true that in the matter of taxation the very reverse was true. The author of The Claim of the Colonies admitted that it would be advantageous to both the Parliament and the people of Great Britain to load America with taxes, for every shilling that came to the Treasury from the colonies meant one shilling less to be collected at home. A tax raised in England would effect the legislators who voted for it and the electors who chose them as well as the non-voting population, but a tax raised by Parliament in America would effect the people who levied it only by reducing their total tax bill. In this situation to say that the Americans were virtually represented in Parliament was ridiculous.

It was not true, moreover, that there was a great deal of English land not represented in Parliament. Grenville, in maintaining this proposition, had been thinking only of the borough representation. It was well known that this was based on a distribution of population which had long since changed, leaving empty shells of towns with representatives while newly risen industrial centers had none. But in addition to borough representatives

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Parliament contained two members from each county, so that every square foot of English land was represented, if not by a special borough member, then at least by the two county members. No English property-holder, therefore, was in the same situation as an American, who could not participate in the election of any member. Not one acre of American ground was represented in Parliament; not one acre of English ground was unrepresented.

Even the most ardent advocates of virtual representation, as the conception had been defended before Grenville's time, had admitted the propriety of a member's hearing and possibly heeding the advice of his constituents and the right of his constituents to replace him at the next election if he did not. But to what member of Parliament could the Americans give advice? What member could they replace at the next election for violating their wishes? Instead of giving instructions they must appear as petitioners, humbly begging for favors. How could it be said, then, that Americans were represented in Parliament in anything like the way that Englishmen were?

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R-6 Summary Of The Sources

rce ber	Supports	Topic it deals with	Summary of the source
	British	Precedent for the Stamp Act	N.Y.&Mass had stamp acts before, s Stamp Act OK.
2	British	One year delay	Delay so colonists could object or suggest alternatives.
3	Colonists	One year delay	-Grenville wouldn't give copies of the Act, so colonists couldn't suggest alternatives. -Grenville said there shouldn't be objections or alternatives. -Grenville said he already expecte to submit the Stamp Act, not any alternatives. -The colonists already had a Stamp Tax in New York. -Objections wouldn't carry any wei in Parliament.
4	Colonists	One year delay	1 year delay for colonists to agre with the Stamp Act.
5	British	One year delay	Colonists didn't offer any real alternatives.
6	British	Colonists should pay?	Colonists should pay fair share fo Empire and defense.
7	British	Colonists should pay?	Debt for the colonists, so colonis should help pay.
8	British	Small tax	Very small tax on the rich.
9	Colonists	Colonists should pay?	Colonists owe nothing to England. They started and grew despite Engl and they can defend themselves.
10	British	Colonists should pay?	Colonists settled with English ca and protection.
11	Colonists	Representation	No tax without representation, ca be fairly represented in Parliamen Admiralty Courts violate the right of trial by jury.Can't pay in spe
12	Colonists	Representation	Br. would shift tax burden to unr presented colonists.
13	Colonists	Representation	Br.would shift tax burden to colo to pay for extravagent spending.
14	British	Small tax	Small tax- not a burden.

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R-6 Summary Of The Sources

Source Number	Supports	Topic it deals with	Summary of the source
15	British	Virtual Representation	British towns have no actual repre sentation but pay taxes, why shoul the colonies?
16	British	Virtual Representation	M.P.'s represent all people at the expense, sometimes of the people i their own districts.
17	British	Virtual Representation	General belief in England was the M.P.'s should represent all the people in general.
18	Colonists	Virtual Representation	Colonists not virtually represente in Parliament in the same way tha non-British voters were virtually represented. All British land actually was represented, no Colo ial land was represented. Britis could shift tax burden to colonis

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EP-1 EXTRA PROBLEMS - VALUE WORDS

What is a word which makes a value judgment in each of the following arguments?

_____ 1. Monopolies rip off the public, and they hurt our economy. Therefore, the government should prevent monopolies.
A. Public C. Rip off
B. Economy D. Therefore

_____ 2. What is another value word in the argument in #1?
A. Government C. Prevent
B. Should D. They

_____ 3. Farmers were hurt in the late 1800's by the practice of railroads of charging more for shipping on short hauls than on long hauls. This unfair practice caused the loss of thousands of dollars for farmers who shipped short distances.
A. Unfair C. Charging E. Short
B. Loss D. More F. Thousands

_____ 4. Charging more for short hauls than for long hauls by railroads in the late 1800's was not done by evil men to take advantage of shippers (especially farmers).
A. Railroads C. Evil E. Done
B. More D. Shippers

_____ 5. Reformers, such as Jane Addams, hurt society. They never succeed in ending poverty and they raise the hopes of the poor for a better life, which the poor never get.
A. Hurt C. Reformers E. Poor
B. Succeed D. Never F. Life

_____ 6. Farmers' problems in the late 1800's were their own fault. They shouldn't have borrowed so much money and spent it on things they didn't need.
A. Farmers C. Own
B. Late D. Fault

_____ 7. What is another value word in the argument in #6?
A. Shouldn't C. Money
B. Borrowed D. Spent

_____ 8. What is another value word?
A. Their C. Didn't need
B. Things D. They

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EP-2 EXTRA PROBLEMS - CONCLUSIONS

What is the conclusion of each of the following arguments?

_____ 1. Monopolies rip off the public, and they hurt our economy. Therefore, the government should prevent monopolies.
A. Monopolies rip off the public.
B. Monopolies hurt our economy.
C. Our economy is worth helping.
D. The government should prevent monopolies.

_____ 2. The Democrats spent only $300,000 on William Jennings Bryan's campaign in 1896, while the Republicans spent $7,000,000 on his opponent. Therefore, Bryan was defeated because he spent less money.
A. Democrats spent $300,000.
B. Republicans spent $7,000,000.
C. This spending difference was important.
D. Bryan lost because he spent less money.

_____ 3. Reformers, such as Jane Addams, hurt society. They never succeed in ending poverty, and they raise the poor's hopes for a better life, which the poor never get.
A. Reformers hurt society.
B. They never succeed in ending poverty.
C. They raise the poor's hopes for a better life.
D. The poor never get a better life.

_____ 4. Germany hurt our pride when she sank our ships in 1917. When our pride was hurt we had to go to war. So the U. S. was right to go to war in 1917.
A. Germany hurt our pride when she sank our ships.
B. When our pride was hurt we had to go to war.
C. The U. S. was right to go to war.
D. 1917 was the key year for entering the War.

_____ 5. The U. S. was right to go to war in 1917. We had no other choice after Germany sank our ships and hurt our pride.
A. Germany hurt our pride.
B. When our pride was hurt we had to go to war.
C. The U. S. was right to go to war.
D. 1917 was the key year for entering the war.

What is the conclusion of each of the following arguments?

_____ 1. The government needs to step in to prevent monopolies in business, because monopolies rip off the public.
A. The government needs to step in to prevent monopolies in business.
B. Monopolies rip off the public.
C. The public should control the government.
D. The government needs to control the public.

_____ 2. (I) Reformers who try to help the poor never succeed in ending poverty. (II) However, they do raise the poor's hopes for a better life which the poor never get. (III) Therefore, reformers hurt society.
A. I C. III
B. II D. Reformers should leave the poor alone.

_____ 3. (I) Farmers' problems in the late 19th century were their own fault. (II) They shouldn't have borrowed so much money (III) and spent it on things they didn't need.
A. I C. III
B. II D. Farmers were stupid.

_____ 4. (I) William Jennings Bryan was defeated in the election of 1896 because his party spent less money. (II) The Democrats had only $300,000 to spend on his campaign. (III) Meanwhile, the Republicans spent $7,000,000 on his opponent. (IV) No wonder he lost.
A. I C. III
B. II D. IV

_____ 5. (I) Just look at what happens when government gets involved in people's lives. (II) It almost always hurts them. (III) Therefore, government interference in society is wrong.
A. I C. III
B. II D. People's lives are worth saving.

_____ 6. (I) Government interference in society is wrong. (II) Just look at what happens when government gets involved in people's lives. (III) It almost always hurts them.
A. I C. III
B. II D. The government watches people's lives.

EP-4 EXTRA PROBLEMS - CONCLUSIONS

What is the conclusion of each of the following?

_____ 1. (I) The businessman who builds a factory builds a temple, (II) and the workers worship in that temple.
A. I
B. II
C. Workers should be religious.
D. Businessmen should be respected and supported.

_____ 2. (I) The U. S. took steps against Japan by April, 1941. (II) This caused Japan to attack further into Indochina. (III) As a result, the U. S. cut off all trade with Japan. (IV) What choice did Japan have at this point but to attack the U. S.? (V) They chose Pearl Harbor.
A. I
B. II
C. III
D. IV
E. V
F. The U. S. should not have cut off all aid to Japan
G. The U. S. forced Japan to attack Pearl Harbor.

_____ 3. (I) The stock market can be used as a monitor of the country's economic health. (II) After the start of the NRA (National Recovery Administration), a New Deal agency to promote recovery from the Depression of the 1930's, the stock market remained at its low 1933 level.
A. I
B. II
C. The NRA did not bring economic recovery.
D. The NRA did not help the stock market.
E. The New Deal did not bring economic recovery.

_____ 4. (I) An imperialist country is one which operates in another country for its own selfish interests. (II) The U. S. entered the Vietnam War to further her own interests.
A. I
B. II
C. The Vietnam War was an imperialist war.
D. The U. S. was an imperialist country in the Vietnam
E. Imperialism is wrong.

_____ 5. (I) The rebels in El Salvador are radical, so there is a danger of the country becoming pro-Soviet if the rebels win. (II) In this situation the U. S. has to intervene to stop the revolution or we'll lose the country to the U.S.S.R.
A. I
B. II
C. U. S. intervention will work.
D. Radicals support the U.S.S.R.

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EP-5 EXTRA PROBLEMS - UNDEFINED WORDS

What is the most vague or undefined word in each of the following arguments? (That is, a word for which we have no precise meaning.)

_____ 1. We need government regulation of product safety. Without it people will be endangered, and safety levels will be inadequate.
A. Government C. Product
B. People D. Inadequate

_____ 2. Medicare pays for many unneeded or overpriced operations.
A. Medicare C. Unneeded
B. Pays D. Operations

_____ 3. Immigrants came in times of prosperity but not in periods of economic decline.
A. Immigrants C. Economic
B. Prosperity D. Came

_____ 4. America should cut down on immigration - we allow too many immigrants into the country.
A. America C. Immigration E. Country
B. Down D. Too many

_____ 5. There is no question about the fact that the government should help the poor achieve a decent level of living.
A. Question C. Government
B. About D. Poor

_____ 6. What is another undefined word in the argument in #5?
A. Should C. Decent
B. Fact D. Living

EP-6 EXTRA PROBLEMS - ASSUMPTIONS

What is the assumption in each of the following arguments?

_____ 1. Monopolies hurt our economy, so the government should prevent them.
A. The government should prevent them (monopolies).
B. Something which hurts our economy should be prevented by our government.
C. Our economy provides needed money for our government.
D. Monopolies hurt our government.

_____ 2. Germany hurt our pride when she sank our ships in 1917, so we were right to go to war with her.
A. Going to war to save a country's pride is right.
B. Our ships should be able to sail anywhere in the world.
C. Germany bullied us by sinking our ships.
D. We should be proud of our war effort in World War I.

_____ 3. Government almost always hurts some people when it gets involved in people's lives. Therefore, government involvement in people's lives is wrong.
A. Government involvement in people's lives is wrong.
B. People should not interfere with the government.
C. Something which hurts some people is wrong.
D. Things which help some people should be encouraged.

_____ 4. The U. S. was wrong to take over the Philippines in 1899. After all, we did it mainly to help ourselves but, not them.
A. The U. S. was wrong to take over the Philippines.
B. A country which takes over another country mainly to help itself out is wrong.
C. The Philippines was not worth taking over in 1899.
D. We should have taken over the Philippines mainly to help them out, not us.

EP-7 EXTRA PROBLEMS - ASSUMPTIONS

A. What are two assumptions in the following argument? (An assumption is something unstated for which no proof is offered.)

_____ 1. "The rebels in El Salvador are radical, so the country will become pro Soviet if the rebels win. In this
_____ 2. situation the U. S. has to intervene to stop the revolution or we'll lose the country to the U.S.S.R."

A. There are rebels in El Salvador.
B. U. S. intervention will help defeat the rebels.
C. The U. S. has to intervene.
D. There is no revolution in El Salvador.
E. The country will become pro Soviet if the rebels win.

B. What is an assumption in each of the following arguments?

_____ 3. Farmers were hurt badly in the late 1800's by the practice of railroads of charging more for shipping on short hauls than on long hauls. This unfair practice caused the loss of thousands of dollars for farmers who shipped short distances.

A. Some farmers lost their farms due to the railroads.
B. Charging more for short hauls was wrong.
C. Farmers should have bought their own trucks for shipping.
D. Charging more for shipping on short hauls doesn't make sense.

_____ 4. We should do away with the property tax as the method for raising revenue for our cities. The property tax involves uneven and therefore unfair assessments (some people pay more taxes for property worth the same as other property).

A. We should do away with the property tax.
B. Our cities don't need tax revenue.
C. The best way to correct uneven assessments is to do away with the tax.
D. The sales tax would be a fairer tax.

_____ 5. McCarthy's accusations hurt many people's careers. 18 people in the State Department who were accused by McCarthy lost their jobs.

A. McCarthy's accusations were wrong.
B. McCarthy's accusations caused the 18 people to lose their jobs.
C. Those who did not lose their jobs were not accused by McCarthy.
D. People's careers were not as important as Communism.

EP-8 EXTRA PROBLEMS - ASSUMPTIONS

Write out two assumptions in the following argument:

A. John F. Kennedy had a good idea about how to get the economy moving again. However, when he introduced it as a bill to Congress the special interest groups got hold of it and destroyed it.

1.

2.

B. We need government regulation of product safety. Without it people will be endangered and safety levels will be inadequate.

3.

4.

C. The government should step in to prevent monopolies in business--monopolies which take advantage of the public.

5.

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EP-9 EXTRA PROBLEMS - TYPES OF REASONING

For each of the following arguments write the letter of the correct type of argument.

A. Evidence (Proof)

B. Cause and Effect

C. Sample (Generalization)

D. Comparison (Analogy)

E. Debating

_____ 1. The man who builds a factory builds a temple, and the workers worship in that temple.

_____ 2. The main reason the U. S. entered World War I was because the Germans broke their "Sussex" pledge and kept sinking American ships.

_____ 3. The U. S. forced Japan to attack Pearl Harbor. The U. S. took steps against Japan by April, 1941. The result was Japan attacking further into Indochina. The U. S. then cut off all trade with Japan. What choice did Japan have but to attack?

_____ 4. The Battle of Dien Bien Phu had the same effect on French public opinion as the TET Offensive had on American public opinion.

_____ 5. Those historians are wrong who say the U. S. entered World War I primarily for economic reasons. They underestimate how important was the German sinking of American ships.

_____ 6. If the U. S. hadn't taken the Philippines in 1899, the Germans would have taken them. So we were right to take them first.

_____ 7. Medicare pays for many unneeded or overpriced operations.

_____ 8. Jimmy Carter did a good job as president. During his years in office the GNP of the country increased significantly.

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

A. Stereotyping
B. Correlation as cause
C. Special pleading
D. Hasty generalization (oversimplificat
E. No fallacy

_____ 1. Several times in 1940 and 1941 the Japanese offered suggestions to end U. S. - Japanese tensions. The U.S. always refused. Therefore, the U. S. was responsible for the Japanese attack on Pearl Harbor.

_____ 2. The rich people control the country. They offer just enough prosper and freedom to keep the rest of the country in line. They pull the strings and the rest of us do what they want.

_____ 3. While the unemployment rate in the U.S. from 1895 to 1900 decreased from 13.7% to 5.0%, the employment of children over 14 years of age rose from 9.1% in 1890 to 10.3% in 1900. Therefore, the increased number of working children reduced the unemployment rate.

_____ 4. Government interference in society is wrong. Just look what happene when government gets involved. It took away a man's horse when he didn't pay his taxes. It broke into the wrong home, scared the people to death, and wrecked the place in a drug search. And it forced a man to move out of his home to make way for a museum and then didn't build the museum.

_____ 5. The stock market can be used to show the state of the country's economic health. After the start of the NRA (A New Deal agency to promote recovery from the 1930's Depression) the stock market remained at its low 1933 level. Therefore, using the stock market as a measure of the economy, the NRA didn't help the economy.

_____ 6. During the Carter Presidency, the GNP of our country increased more than did the GNP of the Soviet Union. So Jimmy Carter did a good job as president and better than did Breshnev.

_____ 7. President Kennedy's program to get the economy moving again was destroyed in Congress once the special interest groups got hold of it.

_____ 8. Medicare pays for many unneeded and overpriced operations.

_____ 9. The rich have kept the people down. The people have tried to rise up to achieve more equality and true social democracy, but the rich have all the power.

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EP-11 EXTRA PROBLEMS - FALLACIES

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

A. Straw man
B. Prevalent proof (everyone believes, so it is true)
C. Either/or
D. False Scenario
E. No fallacy

_____ 1. The Watergate fiasco hurt the economy. Most important people say it hurt the economy.

_____ 2. Clifford: "If the government cut the defense budget it could improve conditions in the slums by building better housing."

Steven: "So the government is going to build mansions for everyone, huh? You're crazy."

_____ 3. McCarthy was either a dangerous demagogue or a courageous American. But since he was not a courageous American (his tactics were anything but courageous), he must have been a dangerous demagogue.

_____ 4. Marlene: "The government is hurting our economy by all this wasteful spending."

Bob: "Where's your evidence to prove that?"

_____ 5. Without government regulation for the good of the public, monopolies would run the country completely. With no other competitors to turn to for a product, the average person would be at the mercy of the monopoly.

_____ 6. A New York Times poll showed that 80% of businessmen responding believed that President Nixon's economic performance had suffered because of Watergate. So Watergate hurt the U. S. economy.

_____ 7. As everyone knows, a country with a stronger economy is better able to fight costly wars.

_____ 8. Joe: "The government should help bring about more equality in societ

Helen: "How can you say that? True equality is impossible. So, why should the government try to do something which is impossible?"

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EP-12 EXTRA PROBLEMS - FALLACIES

For each of the following arguments, write in the letter of the correct fallacy from the list below: (Look up the meanings in your "Guide to Critical Thinking".)

A. Equivocation
B. Either/or
C. Begging the Question
D. False Scenario

GIVENS:

1. Demand - the amount people will buy at given prices.
2. The Philippines were ruled by Spain until 1898, then by the U.S.
3. There were 4 million slaves in the U.S. in 1860.
4. Filipinos wanted to rule themselves in 1898.

_____ 1. Question: What is one reason why the U. S. decided to enter World War I to help the allies?
Answer: The U.S. entered World War I to come to the aid of Britain, France, and the other allied countries.

_____ 2. Brian: "The U.S. was wrong to make loans to England and France, but not to Germany, because by helping only one side it was not being neutral."

Sean: "The U. S. was right to make the loans. We really were being neutral because we did what was in our interest by making the loans. And doing what's in your interest is being neutral."

_____ 3. President Reagan says he is going to deal with the economy in a creative way. But only God can create. That shows how ridiculous Reagan is.

_____ 4. Some people say the government should help bring about more equality in our society. But true equality is impossible and has always been impossible. So government help always fails. We're better off without it.

_____ 5. If the game was completed and it wasn't a tie or we didn't win, then we lost.

_____ 6. Believers in the iron law of supply and demand argued that the supply of goods had outstripped (was much greater than) the demand. But there was no evidence that the needs and wants of the majority of Americans had been satisfied.

_____ 7. The U. S. was justified in taking the Philippines. True, many Filipinos opposed U.S. control of the islands, but U.S. rule was much better than the Spanish rule the Filipinos had previously experienced.

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_____ 8. Without slavery, the problems between the sections could probably have been worked out by the ordinary give-and-take of politics; with slavery, they became insoluble.

_____ 9. Reformers who try to help the poor, such as Jane Addams, hurt our society. They never succeed in ending poverty, but they raise the hopes of the poor for a better life which the poor never get.

TEST ITEMS - EXPLORATION

A. (I) The French colonies in the New World grew slowly (II) because of the poor climate and the feudal type of landholding system. (III) The common Frenchman wasn't interested in coming to the New World because he had to work for someone else. Moreover, the amount of crops he could grow was small because of the short growing season.

_____ 1. The conclusion is:
A. I C. III
B. II D. None of the above

_____ 2. What are two types of reasoning in this argument?
A. Analogy C. Cause and effect E. Debating
B. Generalization D. Proof

_____ 3. What is one possible fallacy in this argument?
A. Negative proof C. Numbers
B. Ad Hominem D. None of the above

B. (I) Only 3% of the people in the country of Googyland can read.
(II) Thus, it is a primitive country.

_____ 4. The conclusion is:
A. I C. More people in Googyland should be able to read.
B. II D. None of the above.

_____ 5. What is an assumption in this argument?
A. Googyland is a small country.
B. Googyland is poor.
C. When most of the people in a country can read, that country is modern.
D. Countries in which only a few people can read are primitive.

_____ 6. What is a word which makes a value judgment in this argument?
A. People C. Primitive
B. Read D. Country

TEST ITEMS - COLONIES

A. (I)"The reason the Pilgrims came to America (II) was because they were ruthlessly persecuted in England for their religious beliefs."

_____ 1. The conclusion of this argument is:
A. I C. The Pilgrims did the right thing
B. II D. None of the above

_____ 2. What type of reasoning is this primarily?
A. Analogy (comparison) C. Cause and effect E. Debating
B. Generalization (sample) D. Proof

_____ 3. What is a possible fallacy in this argument?
A. Either/or C. Appeal to authority
B. Single cause D. None

_____ 4. What is a word which makes a value judgment in the argument?
A. Reason C. Ruthlessly
B. Because D. Religious

B. (I)"Riding a motorcycle is really stupid. (II) It's like swordfighting without a sword."

_____ 5. The conclusion is:
A. I C. You'd never swordfight without a sword.
B. II D. None of the above

_____ 6. What type of reasoning is this?
A. Analogy (comparison) C. Cause and effect E. Debating
B. Generalization (sample) D. Proof

_____ 7. What is a possible fallacy in this argument?
A. Single cause C. False scenario
B. Special pleading D. The two cases aren't similar enough

_____ 8. What is a word which makes a value judgment in the argument?

C. Pennsylvania Colony had a great deal of non-English immigration in the 18th century, while Massachusetts and Virginia did not. Since Pennsylvania was similar to Massachusetts in settlement pattern, class structure and political freedom (and to Virginia), and similar to Virginia in being dependent on agriculture and trade, the key must have been in the degree of religious freedom in the three colonies. Non-English immigrants went where they had religious freedom.

	Massachusetts	Virginia	Pennsylvania
Settlement	Compact	Sparse	Somewhat compact
Economy	Trade	Agriculture/ Trade	Agricultu Trade
Class Structure	Fluid	Distinct	Fluid
Religious freedom	Little	Little	Much
Political freedom	Much	Much	Much

____ 9. The conclusion of this argument is:

A. Pennsylvania was similar to Massachusetts and Virginia in several ways.
B. Pennsylvania was different from Massachusetts and Virginia in religious freedom.
C. The key to greater non-English immigration to Pennsylvania was its greater religious freedom.
D. The key to greater non-English immigration to Pennsylvania was its similar settlement patterns.

_____ 10. What are two types of reasoning in this argument?

A. Analogy (comparison) C. Cause and effect E. Debating
B. Generalization (sample) D. Proof

_____ 11. What is a possible fallacy in this argument?

A. Single cause C. Appeal to consequences
B. Hasty Generalization D. No error

_____ 12. List two other items which you would want to know about this
_____ 13. topic to strengthen the argument:

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SALEM WITCHCRAFT

TEST QUESTIONS

(1949) (1970)

Part A

People have studied the Salem Witch hysteria of 1692 for many years. Historians have advanced a number of theories, all of which are weak in some way. The best explanation is that the hysteria resulted primarily from the psychological makeup of Salem Village and Puritan society in general. The afflicted girls were teenagers who suffered from too much control from Calvinist (religious) society--they had no real outlets for their natural high spirits. Their accusations were the result of their anger, mainly against older women (according to trial records most of those accused as witches were unmarried women or widowed between the ages of forty-one and sixty). Thus, when the girls accused others of witchcraft, they were rebelling against the strict rules of the older generation. They defied the whole adult world, showing lawlessness, disobedience, and delinquency which is difficult for someone in the twentieth century to understand.

Relevant Information

1. 90% of all witchcraft trials in 17th century America were in New England, where Calvinism was the main religion. In other parts of America other religions were dominant.

2. Salem Village was about five miles from Salem Town.

SALEM WITCHCRAFT

TEST QUESTIONS

Part A

_____ 1. What is the main point of this reading?
A. The older generation was too strict on the teenagers in Salem Village.
B. The witch hysteria resulted mainly from the boredom of and control over the teenage girls.
C. The girls in Salem Village who made most of the accusations were lawless and disobedient.
D. The adults in Salem Village never should have stood for the lawlessness and disobedience of the girls in their accusations.

_____ 2. How does relevant information #1 affect this theory?
A. Supports it.
B. Doesn't affect it.
C. Weakens it.

_____ 3. How does relevant information #2 affect this theory?
A. Supports it.
B. Doesn't affect it.
C. Weakens it.

_____ 4. Which of the following is evidence presented by the author of this argument?
A. The witch hysteria resulted from the psychological make-up of Salem Village.
B. The afflicted girls suffered from too much control from Puritan society.
C. Most of the accused witches were married or widowed between the ages of forty-one and sixty.
D. The afflicted girls defied the whole adult world.

_____ 5. What is a value word in this argument?
A. Lawlessness
B. Society
C. Widowed
D. Adult world

_____ 6. What type of reasoning is used in sentence 2?
A. Proof C. Comparison E. Debating
B. Cause and Effect D. Sample

_____ 7. The clause "most of those accused as witches were unmarried women or widowed between the ages of forty-one and sixty" is what type of reasoning?
A. Proof C. Comparison E. Debating
B. Cause and effect D. Sample

8. Write out the key question for this type of reasoning (in question 7).

9. How well does the historian answer the key question? Explain your answer.

SALEM WITCHCRAFT

TEST QUESTIONS

Part B

To refresh your memory the main point of each historian is given here. For each historian, read that it starts with "The main cause of the Salem Witch Trials was.....":

Historian A - Clergymen
Historian B - Disputes between neighbors
Historian C - Boredom of the girls
Historian D - Ergot poisoning
Historian E - Belief in and practice of witchcraft
Historian F - Community picking on social outcasts
Historian G - Conditions in 1692
Historian H - Political divisions within Salem Village

Now suppose you found this information. How would it affect the viewpoints above?

56% of the people with ergotism in an epidemic in Finland were under 10 years of age. 60% in another epidemic were under 15 years of age. In Salem 3 of the 11 girls were under 15 years of age and one was under 10. There was one other case in Salem of a child under 10 years of age having the symptoms of ergotism. It was an 8 week old infant who was nursing so would not have eaten rye bread.

_____ 1. This evidence:
A. Provides major support for Historian D
B. Provides minor support for Historian D
C. Does not affect Historian D
D. Mildly weakens Historian D
E. Significantly weakens Historian D

Bridget Bishop was caught in an outright lie in her trial examination in court as a witch.

_____ 2. This evidence:
A. Supports Historian A
B. Supports Historian E
C. Weakens Historian G
D. Weakens Historian C
E. Supports Historian D

Reverend Samuel Parris preached several sermons in 1692 on the Devil:

- March 27, 1692 in which he said, "Christ knows how many devils [are] among us...."
- September 11, 1692 in which he said, "There are no neuters [neutrals]. Everyone is on one side or the other;" and "It calls on us all.... to mourn that the devil has had so many assistants from amongst us."

_____ 3. This evidence:
   A. Weakens Historian H
   B. Supports Historian G
   C. Supports Historian C
   D. Supports Historian A
   E. Weakens Historian C

One of the persons accused of witchcraft was Sarah Good, a beggar. Many of the people in Salem Village did not like her.

_____ 4. This evidence:
   A. Supports Historian E
   B. Supports Historian F
   C. Weakens Historian F
   D. Supports Historian G
   E. Weakens Historian G

Test Items - Revolution

A.

_____ 1. What is a possible fallacy in the following argument?

"Every historian knows that Britain was primarily responsible for the American Revolution."

A. Either/or
B. Negative proof
C. Prevalent proof
D. No error

B. Separate the following statement into the factual part and the values part. Then raise an analogous case to challenge the values part.

"The Colonists who were smuggling goods were breaking the law. The British were justified in passing the Writs of Assistance to catch them."

2. Factual -

3. Values -

4. Relevant analogy -

C. (I) Some historians have argued that my theory on the Stamp Act is based on poor evidence. (II) Let me remind these fellows that I have studied the Stamp Act for 15 years and previously published a major book on the subject.

_____ 5. The conclusion is:

A. I
B. II
C. Those who question my theory are wrong
D. None of the above

_____ 6. What type of reasoning is this?

A. Analogy
B. Generalization
C. Cause and effect
D. Proof
E. Debating/refuting
F. Meaning/grouping

7. What is a possible fallacy in this argument?

A. Appeal to authority
B. Stereotyping
C. Equivocation
D. Straw man
E. No error

D. For the following document give the strengths and weaknesses from the evidence checklist:

Major John Pitcairn, British Commander who led the British troops onto Lexington Green, wrote in his official report of the incident to General Gage (British Commander in Boston) on April 26, 1775 that the Colonists fired the first shots and then the British troops returned the fire without any orders from him.

Strengths	Weaknesses
8.	10.
9.	11.

E. For the following document give the strengths and weaknesses from the evidence checklist:

The Boston Gazette stated on April 20, 1775 that the British had fired on the Colonists first.

Strengths	Weaknesses
12.	13.
	14.

Test Items - Constitution

A. "The Constitutional Convention was a meeting of the smartest men in the country and it made a great government. So, if we had a meeting like that today we could straighten out our government again."

_____ 1. What is the conclusion?
   A. The Constitutional Convention was a meeting of the smartest men.
   B. It made a great government.
   C. So, if we have a meeting like that today, we could straighten out our government again.
   D. Let's change our government.

_____ 2. What kind of reasoning is this primarily?
   A. Proof C. Sample E. Debating
   B. Comparison D. Cause and Effect

3. For the type of reasoning you put for your answer to #2 write the key question below:

_____ 4. What is an unstated assumption in the argument?
   A. The government is great.
   B. The Constitutional Convention was a meeting.
   C. The smartest men meeting together will make great governments.
   D. Let's change our government.

B. (I)"The U. S. Constitution is made up entirely of ridiculous compromises. (II) There is the Great Compromise and even the Three-Fifths Compromise."

_____ 5. What is the conclusion?
   A. I C. We should scrap the Constitution.
   B. II D. The Great Compromise was ridiculous.

_____ 6. What is a word which makes a value judgment?
   A. Made up C. Compromise
   B. Ridiculous D. Constitution

_____ 7. What is a possible fallacy?
   A. Hasty generalization C. Negative proof
   B. Straw man D. Appeal to authority